Houston Independent School District

248 Sutton Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mission - Our mission is to foster creative minds daily through technology, the arts, and collaboration among students, teachers, and parents. Our community develops students' intellectual and moral wellbeing by promoting a diverse, inclusive learning environment.

Vision

Vision - Our vision is for our students to be inspired life-long learners who can engage in opportunities of choice that positively impact their community and the world.

Core Beliefs

Core Beliefs: We believe the mission can be best achieved by:

- **Commitment to providing exceptional, educational experiences to all students.**

- **Collaboration among teachers and parents who are equal partners in their children's educational endeavors.**

- **Celebration of diversity and student growth.**

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Needs Assessment Overview

Needs Assessment Overview Summary

The 2019 accountability rating shows that Sutton is a "B" Campus that met Standard in all 3 Domains: Student Achievement, Student Progress, and Closing the Gaps. Academic Growth is the strongest component among the domains. Overall, Sutton performed relatively well, however there are several areas that need to be addressed by this SIP.
Based on the STAAR 2021 results, the lowest subject areas in all three levels of achievement (Approaches , Met Grade Level, and Master) are: 3rd Grade Math, 4th Grade Writing, and 5th Grade Science.
The Closing the Gaps Reading results showed that the ethnic subgroups to target are the Asian, the African American, and the White students. These specific subgroups of students will need an intensive and accelerated Reading Language Arts program that allow them to be successful. It is expected that with the current situation due to COVID-19, the academic gaps between economically disadvantage and non-economically disadvantage will be greater than two years ago. In 2019, TEA determined that the Asian group at Sutton will be a group Targeted for Improvement due to 3 years in a row without reaching the state target.
There is a group of newcomers students that are spread out in grades PK to 5th that require special attention and an urgent plan of action to accelerate their learning in English and their individual assimilation to the american culture.
Special Education students will continue to receive extra support in addition to their current Resource services. This group of about 125 students (from PE to 5th) will need extra individual remediation services to perform at the required standard for Special Education students.
Another subgroup that requires close attention is integrated by those high achiever students that are part of the Gifted and Talented Program. There are 98 students from 1st to 5th grade that will need to have a program that challenge them to raise the bar on STAAR and on other district summative assessments. It is expected that 100% of the GT students develop the potential to excel in STAAR at the Master Level in order to receive all possible State Distinction Designations. The critical areas for this group of students are Math, Writing, and Science as shown in the Data Analysis section of this SIP.
The Dyslexia group of students has grown in the past 6 years moving from 5 to 17 students. In order to continue identifying students with Dyslexia, the Intervention Assistance Team will play an important role documenting and accelerating the identification of students in Grades Pk-2nd in order to receive the appropriate interventions in Grade 3 when they take the STAAR test.
In addition to any academic effort to make students succeed in all areas, the Attendance Committee will implement a plan to propose strategies to increase the attendance from the current 95.07 score to at least 97.5 % in order to be in Quartile 1. The last TEA report of 2019 showed that Sutton was in Q2.
The COVID-19 pandemic forced the schools to start the school year 2020-2021 under a virtual modality. Sutton faced the challenge to provide virtual education to 1050 students during the first six weeks of 2020-21 school year. By the end of the year, 40% of the students remained virtual.The school capacity to provide technology devices and internet connection to students improved from 70% at the beginning of the year to 100% at the end of the year.

Another challenge is to implement a strong professional development program to provide training to teachers, administrators, other support staff and parents in order to help students to reduce the learning gap caused by the pandemic. This SIP will address those needs in the different areas.

Demographics

Demographics Summary

Sutton Elementary is a very diverse PK-5 elementary campus located in the South West part of Houston with an expected enrollment of 1050 students who speak 40 different languages. Disaggregated data by ethnicity shows Hispanic (73.39%), Asian (11.21%), White (6.53%), Black/ African American (7.60%), American Indian/Alaskan (0.29%) and two or more races (0.97%). Disaggregated data by program shows LEP 71.64%, bilingual 47.76%, GT 9.26%, Special Education 9.16%, and Dyslexia 1.46%. Sutton offers 4 language acquisition programs: Bilingual (Spanish-English), Bilingual Transitional, ESL, and Regular English. Sutton is a Title I schoolwide campus with 93.27% of the students considered At-Risk and/or Economically Disadvantaged. 14.33% of the student population is immigrant. The Texas Academic Performance Report shows that the mobility rate in 2019 was 16.9%, slightly below the district mobility rate of 18.1 %. During the school year 2020-2021, the student population was distributed among 48 classes that were served by 48 classroom teachers of record, 7 teacher specialists, and 5 Resource/Dyslexia special education teachers. The class size average of 21.8 students/class includes virtual and in-person students that attended classes during this challenging school year. As a result of the pandemic, the attendance rate between 2019 and 2021 decreased by 1.73 percentage points showing a downward trend from 96.8% to 95.07%. The different ethnic groups share their cultures in a very safe environment at Sutton. The rate of Level 3 offenses has been less than 3% during the last 3 years. The rate of disciplinary offenses in 2020-21 was 2.9%, including in-school and out of school suspensions. Academically, only 2.1% of the students were retained at the end of the school year 2020-21. This SIP wll reinforce those areas of strength, and will address effective plan of actions to target the areas to grow. The last accountbility data from 2018-2019 shows that Sutton had MET STANDARD rating in all 3 accountability Domains: Student Achievement (77), School Progress (86), and Closing the Gaps (83). Sutton obtained a final rating of "B" with 4 Distinction Designations (Math, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps).

Demographics Strengths

Diversity is our strength. We have over 40 countries and languages represented on campus. Students learn to coexist among different cultures, sharing different ways of thinking in a very safe school environment.

Low discipline issues across all subgroups.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Bilingual students scoring lower than the counterparts on the district and state assessments. **Root Cause:** Bilingual classes have low foundational skills. We also have a many newcomers who are not proficient in their first language.

Problem of Practice 2 (Prioritized): Based on the 2020-2021 STAAR data, Hispanic population regressed. **Root Cause:** Students did not respond well to virtual learning.

Problem of Practice 3 (Prioritized): Based on the 2019 accountability data, Asian, African American, and White did not meet the state target. As a result, the campus was designated as needing targeted support because the Asian subgroup had missed state target for 3 years. **Root Cause:** Majority of the students in these subgroups are newcomers needing language support. The African American group consists of refugee students with social emotional needs that need to be addressed before instruction. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports, as well as social emotional support

Student Learning

Student Learning Summary

According to the 2019 accountability data Sutton has an overall "B" rating of 85, meeting the standard in each individual domain: Domain 1, Student Achievement, with a scale score of 77 ("C" rating); Domain 2, School Progress ("B" rating with a scale score of 86, based on the Academic Growth component); and Domain 3, Closing the Gaps, with a scaled scored of 83 ("B" rating). The Economically Disadvantaged student group (Eco Dis) scored a Relative Performance scaled score of 85 as measured in Domain 2, and Met all state targets as measured in Domain 3. The Domain 3 Closing the Gaps Status Table Report shows that Sutton met 81% of the measured indicators (38/47). There are 9 indicators that will need specific attention to meet the State requirements (all of them are related to the Meets Grade Level Academic Achievement by specific subgroups): the Reading indicator for the Asian, White, African American, and Continuously/Non Continuously enrolled students; and the Math indicator for the Asian subgroup. All subgroups met the Academic Growth State targets.The English Language Proficiency indicator was met by 9 points above the State target as measured by TELPAS (45% vs 36%). Special Education students performed above all state targets in all areas measured. TEA has identified the Asian group at Sutton for Targeted Support and Improvement due to 3 years in a row without reaching the Target score in Academic Achievement at the Meets Grade Level. This subgroup of students is mainly composed of students that recently have arrived in the USA during the last 3 years. The 2019 Distinction Designation Summary Report released by TEA shows that Sutton acquired 4 out of 6 possible Distinction Designations: Academic Achievement in Mathematics (3 out of 5 indicators in Q1), Top 25 Percent Comparative Academic Growth (AG), Top 25 Percent Comparative Closing the Gaps, and Postsecondary Readiness. There are two Distinction Designations that were not earned: Academic Achievement in English Language Arts/Reading (2 out of 6 indicators in Q1), and Academic Achievement in Science (no indicators in Q1).

In 2019, six indicators were below Quartile 1 (all of them in Q2): Attendance in all Academic Achievement areas (96.8 % against the target of 96.9%); STAAR performance at the Master Level in 3rd Grade Math (23%, 1 point below the minimum of 24%), 4th Grade Reading (15%, 4 points below the target score of 19%), 4th Grade Writing (9%, two points below the minimum of 11%), 5th Grade Reading (23%, 3 points below the target score of 26%), and 5th Grade Science (22%, 3 points below the minimum of 25%).

The student learning loss caused by the COVID-19 pandemic was reflected on the STAAR assessment administered during the Spring of 2021. Overall, the scores decreased significantly in all content areas, especially in Math, Science and Writing. Sutton administered a total of 1267 STAAR tests in Grades 3, 4 and 5 during the spring of 2021 (all subjects all subgroups). From the total of tests, 54% of the students Did Not Meet one or more tests, 25.7% (326) scored at the Approaches Grade Level standard, 11.6% (147) at the Meets Grade Level, and 8.7% (110) at the Master Level. The highest subject area was Reading (29.4% Approaches, 11.9% Meets and 11.9% Master) followed by Math (23.3% Approaches, 13.2 % Meets, and 9.2% Master), Writing (23.5% Approaches, 9.6% Meets and 3.4% Master), and Science (24.2% Approaches, 8% Meets and 2.8% Master).

The Reading level in grades K to 3rd measured by the 2021 EOY Benchmark Running Record shows that 42.6% of the Kindergarten students met the expectation; 41.6% of the 1st Grade students reached the expected level; 22.2% of 2nd Grade students met the expectation, and 34.8% of 3rd Grade students met the expected level. PK attaintment in Reading and Math is measured by CIRCLE assessment. The 2021 EOY CIRCLE showed that 88.4% of PK students are proficient in Reading and 97.7% are proficient in Math.

Student Learning Strengths

In general, students show progress from the beginning of the year to the end of the year, especially students that attend in-person instruction.

Students respond to best practices: work actively in small groups, Guided Reading, intervention time.

Students receive very good socio-emotional and academic support.

Students learn in a safe environment. They internalize discipline procedures and guidelines.

The retention rate of students based on grades is low. Less than 3% of students are retained.

Students have options to participate in different academic programs (MLK, tutorials, Name that Book, Baylor College of Medicine)

Special education students receive individualized support from Resource teachers, Dyslexia interventionists, and Generic Life Skills/PALS teachers

Students have access to individual devices and multiple online resources.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): 64.8 percent of K-3 students scored more development needed as measured by the DRA. **Root Cause:** Over 77% of the student population are ELs who require language supports.

Problem of Practice 2 (Prioritized): 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR . **Root Cause:** Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.

Problem of Practice 3 (Prioritized): 63% of 4th grade students did not meet standard on the 2021 Writing STAAR. **Root Cause:** Low virtual student engagement.

Problem of Practice 4 (Prioritized): 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR. **Root Cause:** 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.

Problem of Practice 5 (Prioritized): 65% of 5th grade students did not meet standard on the 2021 Science STAAR. **Root Cause:** Lack of practical application of science concepts in a science lab.

Problem of Practice 6 (Prioritized): 37% of the GT students scored at the Masters level on the 2021 STAAR. **Root Cause:** Low virtual student engagement.

Problem of Practice 7 (Prioritized): 83.7% of the SPED students did not meet standard on the 2021 STAAR . **Root Cause:** Low virtual student engagement.

School Processes & Programs

School Processes & Programs Summary

Sutton follows the district curriculum planning guides available in the HUB. In addition, teachers use supplemental resources in Reading, Writing, Math, Science, and Social Studies. Reading Mastery is a program used in grades K-2nd to target phonics and sounds. Corrective Reading is used in upper grades as an intervention program for ELL students that need accelerated english acquisition. Spanish speakers receive "Dictado" as intervention program to target spanish sounds and syllabication. In addition, students have access to online reading programs to reinforce comprehension (Reading A-Z, My On, ISTATION). Think It Up is another TEKS-Based Math and Reading program that is available either online or in a paper-based format. In Science, students in grades K-5 have access to STEMSCOPES, that is a TEKS-based program that allow students to interact with experimental design activities, interactive writing and reading in science activities. The District-wide Literacy by 3 program is the foundation to implement the School-wide Literacy across all content areas. Interactive Writing Notebooks are used with fidelity in Science, Reading, Math, Writing, and TELPAS ESL writing. HISD Problem Solving Journals are used in Math to develop essential math vocabulary and problem solving process and skills. Students put together on paper their own ideas about what they learn in each content area. Online programs available in the HUB are used to support ESL instruction, language development, literacy, and math skills (Imagine Math, Imagine Language, Imagine Espanol). Sutton utilizes multiple assessment checkpoints throughout the year following the HISD Assessment schedule. In grades K-5 Rennaissance 360 online assessments for Reading and Math are administered at 5 different times during the year: BOY, MOY, EOY and Progress Monitoring 1 and 2 between BOY-MOY and MOY-EOY. To measure progress in reading fluency and comprehension, teachers administer Benchmark Running Records at least 3 times during the year (BOY, MOY, EOY). DRA reading assessment is also used to monitor reading progress as part of the Guided Reading program. HISD Snapshots and DLA for Reading, Math, Science, and Writing are administered during the year for grades 1-5 following the district assessment calendar. CIRCLE assessment is used in PK to measure student progress towards student attainment.

After each assessment administration, teachers and administrators analyze the data together to define the future plan of action. PLC meetings are held in a weekly basis and serve as the main round table to discuss the instructional strategies and learning processes to be implemented in a daily basis. Differentiated instruction takes place in every PK-5 classroom by implementing intentional small group activities and cooperative learning strategies (Kagan). Administrators and teachers attend Lead4Ward training to strategically plan to address the highly tested standards in each content area. Lead4ward instructional strategies are also part of the Best Practices that teachers implement in the classroom to differentiate instruction and to check for understanding. In-school intervention programs and after school tutorials are designed to target those highly tested standards in grades 3-5. Reading Mastery and Language by Learning are implemented in grades Pk-2nd as part of the interventions. Tutorials run from late September to late May on Tuesday, Thursday, and Saturday. During 2020-2021, Sutton had the opportunity to hire external interventionist that serve as tutors for our low performing students and newcomers.

Parents had the opportunity to participate and be engaged in different sessions organized by Title I, the School Office of Parent Engagement, and by the district program FACE. Sutton Parent received professional development to improve computer skills, english language development, and parenting skills. Sutton social worker along with CIS supported families to provide services to cover basic needs. The school nurse had an active role to support families to obtain health services, and to implement the COVID 19 district guidelines.

School administrators oversee the daily operations at Sutton. There is an Instructional Leadership Team (ILT) that meet weekly to discuss and create PLC agendas and to monitor progress towards the implementation of instructional best practices. In addition, there is an Administration Leadership Team (ALT) that meets weekly to discuss to define plan of actions to ensure that the school runs smoothly in terms of student safety and organizational efficiency. The ALT includes the Instructional team and other administrators (Technology, Wraparound, Counselor, CIS, Business Manager, Parent Engagement Liaison). The third leadership team is the SDMC that meets quarterly to discuss and approve school-wide initiatives.

 Historically, Sutton have had a low teacher rotation. Highly effective teachers have the opportunity to participate in different leadership roles through the Career Pathway initiative that is centrally coordinated by HISD. In general, teachers stay at Sutton for several years until they move to other positions, or leave for other personal reasons. New positions are open following the HISD recruitment protocol. New candidates are recruited from the HISD pool to obtain an interview. The Leadersip Team interview the candidates and vote for the best fit for Sutton. There is a Mentor Lead Teacher that oversee new teachers. In addition, each new teacher has an individual mentor and a grade level "buddy" that takes care of daily procedures at school. All teachers and staff receive support to attend Professional Development in all content areas during the year. In addition, there is an in-house PD schedule that is followed with fidelity and implemented throughout the year. Houston A+ conducted several seminars in Math, Reading and Writing to address highly tested TEKS in STAAR, and implemented a Coaching Program for specific teachers that either were new in Math or Reading, or needed specific support to improve areas of growth.

School Processes & Programs Strengths

Students who returned to in-person instruction showed a better degree of progress that those who were virtual.

The instructional programs implemented to differentiate instruction helped to maintain a low retention rate among grade levels (2.9%).

Teacher experience was a key factor to maintain the majority of students engaged during the pandemic.

Teachers keep a close communication with parents utilizing different means of communication.

The administration has clear systems in place to address safety and health issues. Social-Emotional and Wraparound services were provided in a daily basis for those students that needed extra social-emotional support.

Data driven instruction as been a key to identify and to address low performing students and to establish a plan of action for individual students for the incoming year.

During 2020-2021 teachers and staff attended a variety of PD sessions that helped them to face the challenges of teaching to virtual and in-person students at the same time. Teachers have expressed that they learned a lot during this school year.

Parents had the opportunity to participate and to be engaged in critical conversations during several sessions organized by Title I and the Office of Parent Engagement through FACE.

The Safety and Health team worked actively to minimize the number of positive cases of COVID 19. Teachers, students, and staff had the support to be protected with the adequate equipment. During the second semester, the number of students attending in-person instruction increased from 50% to above 60% at the end of the year.

New teachers hired during the last 3 years have shown tremendous growth. One of them was nominated ESL Teacher of the year.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Low parental engagement from virtual students. **Root Cause:** Some did not respond to school communication in a timely fashion due to a busy work schedule and language barrier for parents of newcomer.

Problem of Practice 2 (Prioritized): Difficulty to conduct vision, hearing and immunization checks for virtual students. **Root Cause:** Parents hesitant to bring students to the school building due to the pandemic.

Problem of Practice 3: Failure of SPED parents to attend ARDs. **Root Cause:** Fear of the pandemic.

Problem of Practice 4 (Prioritized): Low attendance rate. **Root Cause:** Virtual students struggled with connecting to classes in a timely manner.

Problem of Practice 5 (Prioritized): An increase in the number of students needing social emotional support . **Root Cause:** Impact of the pandemic on families.

Problem of Practice 6 (Prioritized): A high number of student referrals for IAT. **Root Cause:** Students not engaged as a result of the impact of the pandemic leading to low student achievement.

Perceptions

Perceptions Summary

The last School Climate Survey was conducted by HISD FACE Program during the school year 2019-2020 before the pandemic started. The survey was administered to a representative sample and it measured 5 school climate indicators:

1. Caring Environment: An average of 92.2% of the participants expressed a "very positive" perception of the school caring environment. They said that Sutton staff treated them with respect and made them to feel very welcome. They also mentioned that their individual cultural heritage was respected and that their children were treated fairly.
2. Problem Solving: An average of 84.2% of the parents considered that their child had a positive relationship with their teachers and that administrators responded well when asking for a solutions to problems. 86% of the participants acknowledged that Sutton has clear system and process in place.
3. Communication: An average of 82.3% of the parents mentioned that Sutton has an effective communication with them. They received information by different means, and they are well informed by teachers and staff about their child performance and behavior at school. Almost 100% of the parents expressed well understanding of the Student Code of Conduct.
4. Student Progress: 83.7% of the participants in the survey responded that they understand school expectations about curriculum, instruction and asessments. In general they had a very positive feedback about how teachers and staff communicated those expectations to them.
5. Satisfaction: 90% of the parents felt very satisfied with the quality of educations that their child was receiving at that time.

In summary, the feedback from FACE stated that " Parents of Sutton ES noted that they are pleased with the school and their constant communication between the staff and parents. Sutton ES parents expressed their appreciation for the staff keeping them well-informed about school day and after-school activities. Parents indicated that the school has great opportunities for them to learn through parent classes like ESL, GED and Nutrition. Parents emphasized how the school staff motivates the students and provides them with a good education. Moreover, parents are also pleased with the school in regards to keeping the students safe and protected.

When parents were asked how Sutton could improve the learning experience, many of the parents stated that "they were pleased with the school structure and that nothing needed to be changed. However, some parents expressed their safety concerns for the students in regards to the school building facilities. Parents suggested that the school building should be renovated for the betterment of the students". In general, Sutton is a safe place for students. Less than 1% of student offenses were reported during the school year 2020-2021 (the majority of them were resolved with in-school suspension).

Sutton has been a school recognized by the high performance of students in state assessments with an overall "B" rating in the accountability before the pandemic. The perception of students performing always well could hide the negative effects of the pandemic on student engagement and student achievement. The attendance rate has declined from 96.7% in 2019-2020 to 95.6% in 2020-2021. The number of absences based on Days Membership increased by 35.8 percentage points from 5,446 in 2019-2020 to 7,397 in 2020-2021. All ethnic groups have been affected. Hispanic students showed the majority of absences (64%), followed by the Asian group (15.2%), Black/African American (11.2%), White (7.7%) and others (1.9%). The low engagement of students, especially those who were receiving virtual instruction impacted negatively the STAAR and TELPAS results. More than two third of the students are now performing one or more years behind grade level. The perception of a well perfomed school from outside can mislead to future decisions about allocation of resources to support an accelerated academic recovery.

 The school staff has been very stable.Teachers prefer to stay at Sutton before to go to any other school. They feel safe at Sutton. Promotion and Retirement have been the two main reasons teachers leave Sutton. There is a strong Professional Development program that is offered to teachers, either in-house or district-wide. PLC is implemented with fidelity in a weekly basis allowing teachers to analyze data and to make important decisions about student improvement. Collaboration and Commitment are key to support teacher's growth. The pandemic also impacted the performance of teachers and staff. Teachers had to implement instruction in a totally new hybrid learning environment for them. Teachers that used to be highly effective struggled when implementing the concurrent model (in-person + virtual at the same time). The perception from outside could mislead to think that Sutton teachers do not need support because they have been highly effective teachers in the past. This SIP will addres those perceptions to outline a plan of action to improve student achievement.

Perceptions Strengths

Highly functioning school.

High teacher retension rate. The reasons teachers leave is promotion or retirement.

High performing school.

A large number of highly effective teachers.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): There is the perception that the school is high performing and does not need support of Teacher Development specialists and Data Driven Specialist. **Root Cause:** A focus on performance based on growth versus performance based on student achievement.

Problem of Practice 2 (Prioritized): There is the perception that the campus has a high retention rate of highly effective teachers. However, this perception changed with the pandemic changing the way teaching is delivered in a virtual setting. Our highly effective teachers struggled with teaching using the concurrent model. **Root Cause:** Assumption that highly effectively teachers will perform exceptionally well in novel situations such as what we experienced with the switch from a face to face format to a concurrent model.

Priority Problems of Practice

Problem of Practice 2: Bilingual students scoring lower than the counterparts on the district and state assessments.

Root Cause 2: Bilingual classes have low foundational skills. We also have a many newcomers who are not proficient in their first language.

Problem of Practice 2 Areas: Demographics

Problem of Practice 4: 64.8 percent of K-3 students scored more development needed as measured by the DRA.

Root Cause 4: Over 77% of the student population are ELs who require language supports.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 9: Low parental engagement from virtual students.

Root Cause 9: Some did not respond to school communication in a timely fashion due to a busy work schedule and language barrier for parents of newcomer.

Problem of Practice 9 Areas: School Processes & Programs

Problem of Practice 15: There is the perception that the school is high performing and does not need support of Teacher Development specialists and Data Driven Specialist.

Root Cause 15: A focus on performance based on growth versus performance based on student achievement.

Problem of Practice 15 Areas: Perceptions

Problem of Practice 3: Based on the 2020-2021 STAAR data, Hispanic population regressed.

Root Cause 3: Students did not respond well to virtual learning.

Problem of Practice 3 Areas: Demographics

Problem of Practice 5: 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR .

Root Cause 5: Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.

Problem of Practice 5 Areas: Student Learning

Problem of Practice 10: Difficulty to conduct vision, hearing and immunization checks for virtual students.

Root Cause 10: Parents hesitant to bring students to the school building due to the pandemic.

Problem of Practice 10 Areas: School Processes & Programs

Problem of Practice 14: There is the perception that the campus has a high retention rate of highly effective teachers. However, this perception changed with the pandemic changing the way teaching is delivered in a virtual setting. Our highly effective teachers struggled with teaching using the concurrent model.

Root Cause 14: Assumption that highly effectively teachers will perform exceptionally well in novel situations such as what we experienced with the switch from a face to face format to a concurrent model.

Problem of Practice 14 Areas: Perceptions

Problem of Practice 1: Based on the 2019 accountability data, Asian, African American, and White did not meet the state target. As a result, the campus was designated as needing targeted support because the Asian subgroup had missed state target for 3 years.

Root Cause 1: Majority of the students in these subgroups are newcomers needing language support. The African American group consists of refugee students with social emotional needs that need to be addressed before instruction. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports, as well as social emotional support

Problem of Practice 1 Areas: Demographics

Problem of Practice 6: 63% of 4th grade students did not meet standard on the 2021 Writing STAAR.

Root Cause 6: Low virtual student engagement.

Problem of Practice 6 Areas: Student Learning

Problem of Practice 7: 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR.

Root Cause 7: 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.

Problem of Practice 7 Areas: Student Learning

Problem of Practice 11: Low attendance rate.

Root Cause 11: Virtual students struggled with connecting to classes in a timely manner.

Problem of Practice 11 Areas: School Processes & Programs

Problem of Practice 8: 65% of 5th grade students did not meet standard on the 2021 Science STAAR.

Root Cause 8: Lack of practical application of science concepts in a science lab.

Problem of Practice 8 Areas: Student Learning

Problem of Practice 13: An increase in the number of students needing social emotional support .

Root Cause 13: Impact of the pandemic on families.

Problem of Practice 13 Areas: School Processes & Programs

Problem of Practice 16: 37% of the GT students scored at the Masters level on the 2021 STAAR.

Root Cause 16: Low virtual student engagement.

Problem of Practice 16 Areas: Student Learning

Problem of Practice 12: A high number of student referrals for IAT.

Root Cause 12: Students not engaged as a result of the impact of the pandemic leading to low student achievement.

Problem of Practice 12 Areas: School Processes & Programs

Problem of Practice 17: 83.7% of the SPED students did not meet standard on the 2021 STAAR .

Root Cause 17: Low virtual student engagement.

Problem of Practice 17 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
- Covid-19 Factors and/or waivers

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
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Board Goals

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

Goal 1: The percentage of students in Reading and Writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through grade 5 shall increase by fifteen percentage points from 23.8% to 39% in Reading and from 13% to 28% in Writing between spring 2021 and spring 2022. Also, it is expected that the percentage of students in grades Kindergarten to 5th reading at or above grade level as measured by DRA shall increase by ten percentage points from 35.3% to 45.3 % between spring 2021 and spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of students reading and writing with fluency and comprehending on grade level text in grades PK-5 will increase by 5% quarterly.

Evaluation Data Sources: DRA, Renaissance 360 (BOY,MOY,EOY), CIRCLE (BOY,MOY,EOY),District Assessments (BOY, Snapshots,DLA, MOCK STAAR).

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will have an independent reading time embedded in their Literacy block and during the day. Students will read books virtually on MyOn, Reading A-Z, and books of their interest.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: It is expected that students build their reading stamina so they are able to read fluently and comprehend grade level text. **Staff Responsible for Monitoring:** Teachers, Reading Specialists, Career Pathway Literacy Teacher leader, Teacher Assistants, and Tutors **Action Steps:** Students will read books on MyOn, Reading A-Z, and books of their interest to develop their independent reading level. The teachers will assign independent reading time and gradually increase their independent reading time and stamina. Students will be provided with a book bag where students can keep their independent reading books to read at home. **Schoolwide and Targeted Assisted Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Accelerated Reader - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $7,430, iStation - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $14,945, 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 2 Degreed Lecturer - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000		35%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Use guided reading, literature circles, and targeted small group instruction to develop students' independent reading levels and to increase reading fluency and comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The independent reading level of students in grades K-5 will increase 1-2 levels by the EOY DRA assessment. **Staff Responsible for Monitoring:** Teachers, Reading Specialists, Career Pathway Literacy Teacher leaders, Teacher Assistants, and Tutors. **Action Steps:** The teachers will administer DRA/Renaissance 360 to determine students BOY independent/instructional reading level. They will group their students based on their reading levels and create a schedule to meet with guided reading groups. In addition, teachers will create guided reading lessons that focus on students comprehension development. During workstations, the students will be given opportunities to develop their independent reading and fluency skills/strategies. Reading Specialists/Career Pathway Literacy Teachers will provide ongoing support, feedback, and differentiated professional development virtually and face to face. Teachers will use digital resources such as Imagine Language and Literacy and Myon to supplement their teaching. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll $89,200, 2 Degreed Lecturer - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000	40%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Implement writer's workshop and utilize a writing rubric to assess student growth	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are writing on grade level. **Staff Responsible for Monitoring:** Teachers, Reading Specialists, Career Pathway Literacy Teacher leaders, Teacher Assistants, and Tutors **Action Steps:** Teachers will use a writing rubric to assess student growth. Teachers will also model writing strategies during the Writing Mini-Lesson. Students will have opportunities to write during the writing block and during other content areas. The teacher will monitor and conduct confrences to assess and provide feedback to students about their writing. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 2 Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000	30%	40%		

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: 64.8 percent of K-3 students scored more development needed as measured by the DRA. **Root Cause**: Over 77% of the student population are ELs who require language supports.
Problem of Practice 3: 63% of 4th grade students did not meet standard on the 2021 Writing STAAR. **Root Cause**: Low virtual student engagement.
Problem of Practice 4: 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR. **Root Cause**: 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.

Measurable Objective 2: 100% of teachers will receive ongoing Research based Professional Development in Literacy to implement an effective balanced literacy block.

> **Evaluation Data Sources:** Professional Development Record in One Source, PLC Minutes and artifacts, Professional development certificates.

> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend the Reading Academies and other literacy professional development in order to implement an effective literacy block that includes word study, read alouds, guided reading, independent reading and writing workshop.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build teacher capacity to implement the balanced literacy block with fidelity so that all students read fluently and comprehend grade level text. **Staff Responsible for Monitoring:** Administrative team, Appraisers. **Action Steps:** Teachers will attend the Reading Academies and PD on designated dates. Administrators will track teacher's completion of trainings. Grade levels will collaborate and plan reading lessons that integrate the strategies/skills presented at the reading academies. Literacy specialists will provide support and feedback to teachers. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 2 Degreed Lecturer - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000	55%	65%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: 64.8 percent of K-3 students scored more development needed as measured by the DRA. **Root Cause**: Over 77% of the student population are ELs who require language supports.
Problem of Practice 3: 63% of 4th grade students did not meet standard on the 2021 Writing STAAR. **Root Cause**: Low virtual student engagement.
Problem of Practice 4: 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR. **Root Cause**: 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.

Perceptions
Problem of Practice 1: There is the perception that the school is high performing and does not need support of Teacher Development specialists and Data Driven Specialist. **Root Cause**: A focus on performance based on growth versus performance based on student achievement.
Problem of Practice 2: There is the perception that the campus has a high retention rate of highly effective teachers. However, this perception changed with the pandemic changing the way teaching is delivered in a virtual setting. Our highly effective teachers struggled with teaching using the concurrent model. **Root Cause**: Assumption that highly effectively teachers will perform exceptionally well in novel situations such as what we experienced with the switch from a face to face format to a concurrent model.

Measurable Objective 3: The percentage of students mastering phonemic and phonological awareness, phonics, and CAPS skills will increase by 5% quarterly.

> **Evaluation Data Sources:** DRA, Renaissance 360 (BOY,MOY,EOY), CIRCLE (BOY,MOY,EOY),District Assessments (BOY, Snapshots, DLA, MOCK STAAR).

> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: Implement a multisensory and interactive approach to phonological and phonemic awareness in a face to face setting.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Phonological and phonemic awareness will lead to increased reading fluency and reading accuracy. **Staff Responsible for Monitoring:** Teachers, Reading Specialists, Teacher Assistants, and Tutors **Action Steps:** Literacy Specialists will model for teachers how to teach a phonemic awareness lesson. Schedule PD and Peer Observations for teachers on how to implement a multisensory and interactive for phonological and phonemic awareness activities. Support teachers in using Curriculum Planning documents and online resources to plan lessons. Train teachers to implement Reading Mastery and Corrective Reading. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	40%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Bilingual students scoring lower than the counterparts on the district and state assessments. **Root Cause**: Bilingual classes have low foundational skills. We also have a many newcomers who are not proficient in their first language.

Student Learning
Problem of Practice 1: 64.8 percent of K-3 students scored more development needed as measured by the DRA. **Root Cause**: Over 77% of the student population are ELs who require language supports.
Problem of Practice 4: 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR. **Root Cause**: 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.

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

Goal 1: The percentage of students in Math at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through grade 5 shall increase by fifteen percentage points from 22.4% to 37% between the Spring of 2021 and the Spring of 2022. The percentage of students scoring at or above grade level in Math as measured by Ren 360 will increase by at least 5 percentage points from 60.73% to 65.73% between the Spring of 2021 and the Spring of 2022.

    Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: The percent of students in grades 3-5 at or above grade level in math will increase at least by 5% quarterly as measured by Ren 360 and District benchmark assessments.

    Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), District Assessments (BOY, Snapshots, DLA, MOCK STAAR)

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use data to implement Guided Math to differentiate mini-lessons to target specific groups of students to support daily instruction, interventions and after school programs. Incorporate a variety of technological platforms to keep students engaged and to assess students understanding	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: It is expected that students will receive differentiated instruction that meets their needs and will impact their proficiency in implementing math strategies to solve word problems.	30%	60%		
Staff Responsible for Monitoring: Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, Technology specialist 2 Math hourly tutors, Media Center lead staff member Virtual Classes Parent Contact staff				
Action Steps: Elaborate a Campus Intervention Plan Analyze different sources of data to identify the needs of each individual student Provide PD to math teachers to support Guided Math instruction Provide Math instruction during regular school hours Provide tutorials after school hours (including Saturday) Provide support to parents to keep students engaged and participating Monitor student progress towards their individual goals by using intervention logs Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers; Conduct PLC sessions to analyze data after each district assessment				
Schoolwide and Targeted Assisted Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 2 Degreed Lecturer - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Implement the use of Problem Solving Journals as part of the Math Instructional Block to target the development of critical thinking skills as well as to increase the level of instructional rigor. Incorporate technology in daily lessons to keep students engaged.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The expected results of at least by 5% quarterly as measured by Ren 360, District Assessments, and CIRCLE is that students will develop critical thinking skills when solving word problems.
 	
Staff Responsible for Monitoring: Appraisers, Math Instructional Specialist, Title I Coordinator,
 	
Teacher Assistants, Classroom teachers, OnTrack-Technology specialist,
2 Math hourly tutors, Media Center lead staff member Virtual Classes Parent Contact staff
 	
Action Steps: Provide PD in Problem Solving to math teachers to support instruction
              Provide Problem Solving enrichment camps after school hours (including Saturday)
Provide support to parents to keep students engaged and participating;
    Monitor student progress towards their individual goals by using student progress logs;
Appraisers will conduct weekly observations to provide constructive feedback to teachers
Conduct PLC sessions to analyze data after each district assessment
 	
Schoolwide and Targeted Assisted Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**
Funding Sources: 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 4 Teacher Assistant - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 2 Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000
	35%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Teachers will target mathematical fluency and numeration in grades Pk-2nd during small groups and workstations. Use a variety of technological platforms to keep students engaged and to assess students understanding.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: It is expected that students will increase their basic math fact fluency, which will impact their word problem solving skills. **Staff Responsible for Monitoring:** Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, 2 Math hourly tutors, Media Center lead staff member Virtual Classes Parent Contact staff **Action Steps:** Elaborate a Campus Intervention Plan; Analyze different sources of data to identify students below grade level for interventions; Provide training to support math instruction Provide interventions during regular school hours Provide tutorials for 1st and 2nd Grade after school hours (including Saturday) Provide support to parents to keep students engaged and participating; Monitor student progress towards their individual goals by using intervention logs Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers Conduct PLC sessions to analyze data after each district assessment; **Schoolwide and Targeted Assisted Title I Elements:** 2.6 - **Additional Targeted Support Strategy** **Funding Sources:** 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 2 Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000	45%	55%		
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR . **Root Cause**: Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.

Measurable Objective 2: 100 % of teachers will receive ongoing Research based Professional Development in Math to implement an effective instructional math block.

Evaluation Data Sources: Professional Development logs.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend math professional development and the Math Academies (second and third grade teachers) in order to implement an effective math block.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The teachers will learn effective, innovative, and engaging strategies that will support students in solving higher level thinking word problems. **Staff Responsible for Monitoring:** Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, 2 Math hourly tutors, Media Center lead staff member Virtual Classes Parent Contact staff **Action Steps:** Teachers will attend the Math Academies on designated dates. Administrators will track teacher's completion of trainings. Grade levels will collaborate and plan math lessons that integrate the strategies/skills presented at the math academies and other professional development. Math specialist and grade level appraisers will provide support and feedback to teachers. " **Schoolwide and Targeted Assisted Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** 3 Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, 4 Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, 2 Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $35,000	55%	60%		

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR . **Root Cause**: Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.

Measurable Objective 3: The percent of students in grades Pk-2 at or above grade level in math will increase at least by 5% quarterly as measured by benchmark and district assessments

Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), District Assessments (BOY, Snapshots, DLA), Circle (BOY, MOY & EOY)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement Data-Driven instruction during in -school and after school intervention programs in grades Pk-2 to target students that are below proficiency in math fluency and numeration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase PK-2 students' math fluency and numeration. **Staff Responsible for Monitoring:** Dean of Instruction, Math Teacher Specialist, PK-2 Grade Level Administrators, Teacher Assistants, 2 Math Hourly Tutors **Action Steps:** Analyze different sources of data to identify students below grade level for interventions; Provide PD to math teachers. Provide face-face interventions during regular school hours. Provide tutorials for 1st and 2nd Grade students after school hours (including Saturday). Provide support to parents to keep students engaged and participating. Monitor student progress towards their individual goals by using intervention logs. Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers. Conduct PLC sessions to analyze data after each district assessment. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6	30%	50%		

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

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Bilingual students scoring lower than the counterparts on the district and state assessments. **Root Cause**: Bilingual classes have low foundational skills. We also have a many newcomers who are not proficient in their first language.
Student Learning
Problem of Practice 2: 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR . **Root Cause**: Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.

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

Goal 1: SCHOOL PROGRESS: The percentage of 3rd to 5th grade students scoring at the Masters grade level standard on STAAR will increase by 15 percentage points from 8% to 23% at the Masters Grade Level between the Spring of 2021 and the Spring of 2022 as measured by the combination of STAAR scores in Reading, Math, Writing, and Science.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percent of students in grades 3-5 scoring at the Masters grade level in Reading, Math, Science and Writing will increase at least by 5% quarterly as measured by Ren 360 and District Assessments.

Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), District Assessments (BOY, Snapshots,DLA, MOCK STAAR)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement Instructional Strategies that are rigorous, consistent, and aligned to 3rd through 5th grade curriculum TEKS for each subject area that emphasizes immediate intervention and a variety of opportunities for students to work in an environment of collaboration and support to extend their learning at the highest level of thinking as shown on	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

the Bloom's Taxonomy to ensure that all students are College and Career ready.

Strategy's Expected Result/Impact: It is expected that students develop higher order thinking skills by presenting rigorous Standard-Based Projects in which they articulate their thinking and communicate their ideas to others.

Staff Responsible for Monitoring: GT Coordinator, Administrative team

Action Steps: Draw a Campus GT Intervention Plan.

Analyze different sources of data to identify the needs of each individual student
Provide PD that targets Higher Order Thinking Skills: Kagan, Lead4Ward, Guided Math, Guided Reading.
GT Coordinator to ensure that all teachers are trained in GT strategies and have taken all required compliance GT trainings.
Implement in-school and after school Enrichment Project Based camps
Provide support to parents to keep students engaged and participating in Higher Order Thinking activities
Monitor student progress towards their individual goals by using intervention logs
Conduct PLC sessions to analyze data after each district assessment.

Schoolwide and Targeted Assisted Title I Elements: 2.5 - **TEA Priorities:** Connect high school to career and college

Funding Sources: Tutors - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $3,000

| | 15% | 40% | | |

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 6: 37% of the GT students scored at the Masters level on the 2021 STAAR. **Root Cause**: Low virtual student engagement.

Measurable Objective 2: The percent of students in grades PK-2 scoring at or above grade level in Reading, Math, Science and Writing will increase at least by 5% quarterly as measured by Ren 360 and District Assessments.

Evaluation Data Sources: Ren 360, District Snapshots, DLA, DRA (BOY, MOY, EOY), CIRCLE (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Bloom's Taxonomy to Plan Rigorous lessons that engage students at higher levels of thinking.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students increase their critical thinking skills. **Staff Responsible for Monitoring:** Teachers, Administrators, GT Coordinator. **Action Steps:** Teachers utilize Bloom's Taxonomy to plan at PLCs. Grade level administrators review lesson plans for rigor and provide feedback. Teachers implement lesson plans. Administrators observe and provide coaching feedback. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	35%		

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 6: 37% of the GT students scored at the Masters level on the 2021 STAAR. **Root Cause**: Low virtual student engagement.

Measurable Objective 3: Students will be exposed to at least 5 events per semester that showcase college and career readiness.

    Evaluation Data Sources: College and career readiness event log

Strategy 1 Details	Reviews			
Strategy 1: Implement a Pk-5 school-wide motivational plan to showcase future College and Career Readiness Awareness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase College and Career Readiness awareness.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Social Emotional Team (Social Worker, Counselor, CIS				

representative, Wraparound representative), Teachers.

Action Steps: Provide PD to classroom teachers and staff focus on College and Career Readiness

Present a College and Career Readiness Awareness Parade in the Spring 2021.

Implement AVID program in the Spring 2022.

Students and staff wear College shirts on Fridays.

Teachers implement a college corner in their classrooms.

Teachers invite speakers from different careers to talk to students.

Schoolwide and Targeted Assisted Title I Elements: 2.5 - **Targeted Support Strategy - Additional Targeted Support Strategy**

35%   60%

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

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 6: 37% of the GT students scored at the Masters level on the 2021 STAAR. **Root Cause**: Low virtual student engagement.

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

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services who score at the Meets Grade Level standard on STAAR will increase from 1.5% to 16.5% on the Reading and Math assessments between Spring 2021 to Spring 2022. The percentage of students attaining Satisfactory level on STAAR-Alt 2 will increase from 85% to 90% and the percentage of students attaining Accomplished level will increase from 9% to 10% between Spring 2021 and Spring 2022.

    Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services who score at the meets grade level standard on benchmark assessments will increase by 5 percentage points quarterly.

    Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), District Assessments (BOY, Snapshots, DLA, MOCK STAAR)

Strategy 1 Details	Reviews			
Strategy 1: General Education Teachers will work in collaboration with Special Education Teachers to ensure all components of the students' IEPs are implemented with fidelity.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The unique services provided of scaffolding instruction, daily use of supplemental aids, explicit instruction in metacognitive strategies, use of assistive technology, and weekly progress monitoring will impact student achievement and progress in meeting their individualized education learning goals and meeting and mastering the TEKS. **Staff Responsible for Monitoring:** Resource Teachers General Education Content Teacher Tutors Instructional Specialist for SPED Teacher Assistants **Action Steps:** Professional development offered to all teaching staff and interventionists on high leverage practices for students receiving SPED services. All SPED teachers, General Ed. Teachers and Teacher Assistants will complete all trainings in their OSES Professional Development Plan by December 17th, 2021. All Administrators will complete required SPED trainings. * Consultation support by teacher appraisers and Instructional Specialist for SPED on specific strategies to meet students' unique learning needs. * Students will get differentiated instruction that addresses their unique learning needs outlined in the IEP. These practices include classroom accommodations, testing accommodations, resource classes, and assistive technology. * Students will participate in small-group interventions for accelerated instruction to address deficit skills necessary for improvement on STAAR. * Students in SPED will be invited to Camp Spark where they can get additional support to meet their annual goals. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Teachers and Teacher Assistant - 1991010007 - General Fund - Special Education - 6100 - Payroll - $3,000, Special Education Instructional Materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,552, Special Education Professional Development Fee - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - $500	25%	50%		

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 7: 83.7% of the SPED students did not meet standard on the 2021 STAAR . **Root Cause**: Low virtual student engagement.

Measurable Objective 2: The percentage of students in Skills for Living and Learning classes (SLL) attaining Satisfactory and Accomplished level on benchmark assessments will increase by 5% quarterly.

Evaluation Data Sources: Unique benchmark data, BOY and MOY STAAR-Alt 2, weekly progress monitoring of IEP goals

Strategy 1 Details	Reviews			
Strategy 1: The Skills for Living and Learning teachers will utilize features of the Unique Curriculum, in conjunction with appraisal coaching, to enhance progress monitoring, student independent work habits, and increase rigor during instructional practice in order for more students to reach Satisfactory and Accomplished levels on STAAR-Alt 2.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By using all facets of the Unique Learning System and systematic coaching from the SPED Instructional Specialist, our SLL teachers will be equipped to provide instruction to bring students to Satisfactory and Accomplished levels of performance.	50%	25%		
Staff Responsible for Monitoring: Instructional Specialist for SPED The Skills for Living and Learning teachers				
Action Steps: 1) Ensure all SLL teachers are trained in the Unique Learning System's components and complete all required trainings in their OSES Professional Development Plan. 2) Ensure systems are in place for routine progress monitoring and review of the data. 3) Ensure Review ARDs are held when student is not making adequate progress towards growth. 4) Ensure SLL teachers are routinely coached with feedback that aligns with students' goals and instructional best practices. 5) Monitor student progress on STAAR-Alt 2 format at BOY and MOY. 6) Students will be invited to Camp Spark where they can get additional support to meet their annual goal. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 **Funding Sources:** Special Education Instructional Materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,552, Special Education Professional Development Fee - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - $500, Teachers and Teacher Assistants - 1991010007 - General Fund - Special Education - 6100 - Payroll - $3,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 7: 83.7% of the SPED students did not meet standard on the 2021 STAAR . **Root Cause**: Low virtual student engagement.

Measurable Objective 3: 100 % of teachers, teacher Assistants, and administrators will receive ongoing Research based Professional Development in strategies for working with students with disabilities.

Evaluation Data Sources: Professional Development logs

Strategy 1 Details	Reviews			
Strategy 1: Implement OSES Professional Development Learning Plan for all SPED teachers, General Education Teachers, Teacher assistants and administrators by December 17th, 2021.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and teacher assistants will learn effective, innovative, and engaging strategies that will support students in meeting their learning goals as stipulated in the students' Individual Educational plans. **Staff Responsible for Monitoring:** SPED Administrator, Grade level administrators, SPED teachers, General Education teachers and Teacher Assistants. **Action Steps:** All all SPED teachers, General Education Teachers, Teacher assistants and administrators will be provided a list of trainings to be completed by December 17, 2021. Staff will complete self paced courses in their free time and will be compensated extra duty pay. A monthly calendar of Professional development will be shared with staff for synchronous trainings. Grade level administrators and SPED Chair will monitor PD activities and provide follow up support in the classroom. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	60%	85%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 7: 83.7% of the SPED students did not meet standard on the 2021 STAAR . **Root Cause**: Low virtual student engagement.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Sutton will aim to increase the average daily attendance from 95.7% to 97.5% between Spring 2021 and Spring 2022.

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

Measurable Objective 1: Increase the average daily attendance by at least 0.5% points each grading cycle.

Evaluation Data Sources: Attendance data in HISD Connect.

Strategy 1 Details	Reviews			
Strategy 1: Monitor on a daily basis and follow up on scholars who have patterns of absences or repeated unexcused absences	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in the number of students missing school everyday. **Staff Responsible for Monitoring:** Attendance Administrator, SIR, Attendance Clerk, CIS Student Support Manager, Social Worker, Wraparound Specialist. **Action Steps:** The SIR will check attendance report in HISD Connect at 9:35AM and verify that all teachers have taken attendance. Teachers who have not taken attendance will be reminded to do so. A list of students absent for the day will be generated by the SIR. Daily telephone calls will be made when students are absent. Calls will be divided amongst the "Attendance Morning Team" in which phone calls will me made to encourage the parents to bring the kids to school. The team will have designated grade levels to call and to document reason for the absence. When a parent is called 2 days in a row, the call will be forwarded to the grade level administrator to take further action. Scripts will be provided to all members to guide a professional conversation. **Schoolwide and Targeted Assisted Title I Elements:** 2.5 - **Targeted Support Strategy - Additional Targeted Support Strategy**	25%	30%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 4: Low attendance rate. **Root Cause**: Virtual students struggled with connecting to classes in a timely manner.
Problem of Practice 5: An increase in the number of students needing social emotional support . **Root Cause**: Impact of the pandemic on families.

Measurable Objective 2: Reduce the number of students with repeated absences by 10% each quarter.

Evaluation Data Sources: Attendance Data, Student absentee Reports

Strategy 1 Details	Reviews			
Strategy 1: Conduct parent conferences for students with excessive absences.	Formative			Summative
Strategy's Expected Result/Impact: Reduce the number of students missing school everyday.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Attendance Administrator, Grade Level Administrators, SIR. **Action Steps:** Grade level administrators will review attendance referrals from teachers and pull a list of students with excessive absences on their grade level. Utilize front office clerks to make phone calls and schedule parent meetings. Review with the parent the importance of the student being in attendance everyday. Draw a plan of action with parent that may include an attendance contract. Refer families to SEL support staff (Social worker, Wraparound Specialist, Communities in Schools) for additional support if needed. **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy**	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Conduct home visits for students with excessive absences	Formative			Summative
Strategy's Expected Result/Impact: Reduce learning loss that results from missed educational opportunity due to truancy.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Attendance Administrator, Grade Level Administrators, SIR **Action Steps:** Attendance administrator will review attendance referrals from teachers and also pull the excessive absences report in A4E dashboard or in HISD Connect to generate a list of students with excessive absences and draw a schedule of home visits. Administrator and Wraparound Specialist will make home visits to meet with parents. CIS Support with families. **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy**	30%	45%		

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

Measurable Objective 2 Problems of Practice:

School Processes & Programs

Problem of Practice 1: Low parental engagement from virtual students. **Root Cause**: Some did not respond to school communication in a timely fashion due to a busy work schedule and language barrier for parents of newcomer.

Problem of Practice 4: Low attendance rate. **Root Cause**: Virtual students struggled with connecting to classes in a timely manner.

Problem of Practice 5: An increase in the number of students needing social emotional support . **Root Cause**: Impact of the pandemic on families.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE
Sutton will aim to reduce the number of "out of school" suspensions from 0.3% to 0.15 % and the number of In School Suspensions from 2.5% to 1.25% as measured by the ratio of the EOY total out of school and in-school suspensions vs total number of students. Overall Sutton will aim to reduce the percentage of Level 3 or above disciplinary offenses from 2.9% to 1.45% between spring 2021 and spring 2022.

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

Measurable Objective 1: Sutton will aim to reduce the number of "out of school" suspensions will be reduce to from 0.1% quarterly

Evaluation Data Sources: HISD connect, teacher log, an interactive Google sheet to monitor discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement restorative justice practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers build an atmosphere of mutual respect and trust that will impact student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal, Counselor, Social Worker, CIS Student Support Manager, teachers and SPED case managers. **Action Steps:** Teachers will use of logs and proactive parent and student conferences. Teachers will receive training on restorative justice practices, and administrator will support teachers with implementation. Administrator will receive a book on restorative practices "Hacking School Discipline" by Nathan Weinstein. **Schoolwide and Targeted Assisted Title I Elements:** 2.5, 2.6, 3.1, 3.2 - **Additional Targeted Support Strategy**	40%	50%		

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

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 5: An increase in the number of students needing social emotional support . **Root Cause**: Impact of the pandemic on families.

Measurable Objective 2: Sutton will reduce the percentage of Level 3 or above disciplinary offenses .96 % quarterly.

Evaluation Data Sources: HISD connect, teacher log, an interactive Google sheet to monitor discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Teach the scholars traits to be good citizens and implementing restorative strategies in the classrooms. Incorporating restorative support by allowing teachers and administrators to hold students accountable, develop an inclusive school climate, and maintain and strengthen relationships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The results of minimizing level 3 discipline offenses will impact in student achievement. Restorative practices can help our school with fewer suspensions and expulsions, increase student achievement, and an amazing and collaborative school culture.	35%	45%		
Staff Responsible for Monitoring: Assistant Principal, Counselor, Social Worker and teachers, SPED case managers, CIS Student Support Manager.				
Action Steps: Teachers will incorporate behavior logs to obtain data on common misbehaviors, and hold conferences with students and parents. ARD committee will meet as necessary to review and revise behavior support plans.				
Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - **Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 5: An increase in the number of students needing social emotional support . **Root Cause**: Impact of the pandemic on families.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Sutton will aim to provide a safe environment for 100% of the scholars and staff as measured by school climate surveys. At least 95% of the faculty, staff, and parents report that school is safe. (2022 Climate Survey).

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

Measurable Objective 1: Bullying Prevention -

Provide at least two educational awareness opportunities for students to learn about bullying prevention, and provide a 100% safe environment for scholar and staff.

Evaluation Data Sources: Teachers logs, HISD connect and staff survey.

Strategy 1 Details	Reviews			
Strategy 1: -Character Education regarding Respect - Student Assembly regarding Bullying Prevention - Tangible item to all students as a reminder. -Anti-Bullying Month - September -Teachers monitor for bullying behavior, refer as needed to Social Worker or Assistant Principal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	50%		
Strategy's Expected Result/Impact: To provide a safe environment for students and staff is important to have prevention and awareness programs.				
Staff Responsible for Monitoring: Assistant Principal Social Worker Classroom Teachers Administrative Team CIS Student Support Manager				
Action Steps: Present workshops and trainings to parents to reinforce "excellent behavior, social skills, and positive praise" to their children so that they can apply those skills when interacting with their teachers and peers.				
Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - **Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Measurable Objective 2: Child & Sexual Abuse Prevention - Ensure all suspicions of child abuse and/or neglect are reported to CPS within 48 hours.

Sexual Abuse Prevention - Ensure all suspicions of child abuse and/or neglect are reported to CPS within 48 hours.

Evaluation Data Sources: Staff and community survey.

Strategy 1 Details	Reviews			
	Formative			**Summative**

Strategy 1: School personnel will receive training on Child Abuse Prevention/When to report.	**Nov**	**Jan**	**Mar**	**June**
School personnel will understand how to make a report to CPS and inform his or her supervisor.				
Strategy's Expected Result/Impact: School safety is our number one priority at Sutton Elementary, and we are focus to provide a safe environment for scholars and staff. The impact or consequence is to provide a healthy learning/working environment, and provide a safe space for our community. **Staff Responsible for Monitoring:** Assistant Principal Social Worker CIS Student Support Manager Wraparound Specialist Classroom Teachers Administrative Team **Action Steps:** During the first 4 weeks of school, teachers will each and provide scholars with strategies to promote positive behavior while teaching them to avoid violent behavior (Lunch Bunch, Social Studies Lessons, Cafeteria) We will use the Kagan structures and selected Teach Like A Champion structures to promote a positive learning climate; Teachers will repeat and reintroduce these expectations/procedures when we return to school. Teachers and administrative team will take professional developments on restorative justice practices. **Schoolwide and Targeted Assisted Title I Elements:** 2.6, 3.1, 3.2 - **Additional Targeted Support Strategy**	100%	100%	100%	

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
Gifted and Talented
Students identified as Gifted and Talented in Grades K-2 will be expected to score above grade level on district and school-based created assessments. All GT students in Grades 3-5 will be expected to score at the Meets Level on the STAAR Reading, Math, Writing, and Science in the Spring of 2022 and at least 50% of the GT students will score at the Masters Level.
EL
The percentage of students showing 1-year growth in language proficiency as measured by TELPAS shall increase 5 percentage points from 45% to 50% between the Spring of 2020 and the Spring of 2022.
Dyslexia
By the end of the 2021-2022 school year, dyslexic students will show at least one year's growth, as measured by the End of the Year Developmental Reading Assessment (DRA).

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: There will be a 5% quarterly increase in the number of students showing growth in Listening, Speaking, Reading , and Writing as measured by the ELD 1 , ELD 2, Benchmark Running Records, Formative Assessments, and Ren 360.

Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), CIRCLE (BOY,MOY,EOY),District Assessments (BOY, Snapshots, DLA, MOCK STAAR), K-12 Summit, Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Sheltered Instruction practices across all contents areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The expected result is that teachers use Sheltered Instruction Practices to make content comprehensible so that ELs are able to access the grade level curriculum.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: LPAC Administrator, SI Coach, Principal, appraisers, classroom, tutors, lecturers, and classroom teachers.	25%	50%		
Action Steps: 1. Teachers and Teacher assistants will integrate ELPS across all content areas. 2. Teacher will post Content and Language Objectives on the classroom wall. 3. Shelter instruction coach will observe and provide academic support and resources to bilingual and ESL teachers, tutors, lecturers, and teacher assistants providing services. Shelter Instruction coach and Leadership Team will monitor curriculum implementation and proper differentiation strategies for ELs. 4. Sheltered Instruction Coach will support teachers with implementing Sheltered Instruction practices. 5. Teachers will receive Professional Development in ELPS Integration, Universal Design for Learning, and Sheltered Instruction Practices during Pre-Service and throughout the year.				
Schoolwide and Targeted Assisted Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Kagan strategies to increase students' Speaking and Listening skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The impact is to increase students' Listening and Speaking skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: LPAC Administrator, SI Coach, Principal, appraisers, classroom, tutors, lecturers, and classroom teachers. **Action Steps:** 1. Teachers receive a refresher of Kagan strategies. 2. Administrators monitor and support teachers with implementation of Kagan Strategies.	20%	45%		
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Bilingual students scoring lower than the counterparts on the district and state assessments. **Root Cause**: Bilingual classes have low foundational skills. We also have a many newcomers who are not proficient in their first language.
Problem of Practice 3: Based on the 2019 accountability data, Asian, African American, and White did not meet the state target. As a result, the campus was designated as needing targeted support because the Asian subgroup had missed state target for 3 years. **Root Cause**: Majority of the students in these subgroups are newcomers needing language support. The African American group consists of refugee students with social emotional needs that need to be addressed before instruction. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports, as well as social emotional support

Student Learning
Problem of Practice 1: 64.8 percent of K-3 students scored more development needed as measured by the DRA. **Root Cause**: Over 77% of the student population are ELs who require language supports.

Measurable Objective 2: The percent of GT students performing at meets or above grade level in district assessments will be at least 59% in the first benchmark assessment and will increase gradually up to 100% at the end of the year. It is expected that 50% of the students will score at the masters level at the end of the year.

Evaluation Data Sources: Renaissance 360 (BOY,MOY,EOY), District Assessments (BOY, Snapshots, DLA, MOCK STAAR)

Strategy 1 Details	Reviews			
Strategy 1: Provide academic support to GT students by implementing afterschool enrichment programs, differentiated instruction, Project based learning, Kagan Structures and Strategies, Renzulli Learning, and professional development to teachers, tutors, teacher assistants, administrators, and support staff to target students' individual needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The implementation of rigorous differentiated lesson activities and strategies will impact students' growth in the District and STAAR assessments and will support students in meeting their Gifted Education Plan goals. **Staff Responsible for Monitoring:** GT Coordinator Appraisers Classroom teachers	25%	40%		

Action Steps: 1. Afterschool/Enchrichment programs: Based on students' data and interests, GT students will participate in targeted afterschool/enrichment programs. (Theater, Music, Band, Choir, Technology, MLK, Writing Club, Writing Camp, Technology Club, Soccer Academic support programs etc.) In addition, the students will have the opportunity to take part in other academic programs such as Math Problem Solving and Name that Book contests.

2. Differentiated Instruction: Support teachers in analyzing data to determine students strengths and areas of development. Students will be given opportunities to accelerate in subject areas of strengths. In addition, the teacher will provide GT students with opportunities to work together as a group, work with other students, and work independently during the school year. We will schedule GT students in classes in groups of 3 or more. The teachers can create GT channels in MS Teams where students can collaborate with their peers on class assignments and projects. The teacher will also plan and develop advanced level projects, projects, and/or performances such as those provided through the Texas Standards Projects and Renzulli. Students will participate in the Campus and District Gifted and Talented Expo.

3. During School Interventions/Enrichment: Teachers will utilize the data from formal and informal assessments to determine areas that need to be developed. Based on the students needs, teachers will create groups and provide interventions/enrichment. This information will be recorded on our campus weekly intervention logs. The GT coordinator and assigned administrators for each grade level will help monitor the implementation of the interventions/enrichment.

4. Professional Development: Teachers will complete their 6 hour GT update. Administrators, teachers, and social worker will complete the required trainings. Administrators (Administrator's Nature and Needs Service Options, State Plan for the Education of Gifted Talented Students, You Might Have a GT student, and Social Emotional Needs of GT students.) Social Worker (Administrator's Nature and Needs and You Might have a GT student) All of our teacher have completed their 30 hour GT training. The GT Coordinator will create a tracking system to track the teacher's completion of trainings.

5. Monitor Gifted Education Plan: The GT coordinator will attend District PD to guide and train teachers in creating Gifted Education Plans for each GT student. Teachers will implement the strategies learned in their GT district trainings . The PD and monitoring of the strategies learned in PD will help improve GT services. The plans will be created and based on students GT identification results and past academic performance. Ensure the plan includes the implementation of strategies that will support in meeting their goals. 6. Hold data and goal conferences with students to discuss their progress toward meeting their goals. Provide GT students a goals folder where they can track their progress. Review GEPs with GT committee and monitor the implementation of the plan throughout the school year. The GT Coordinator will also provide teachers with feedback.

6. Parent Involvement: Parent meetings will be scheduled throughout the school year to keep parents informed of GT services, expectations, goals, enrichment programs, magnet fairs, and application process for students that will be applying for middle school. We will also schedule appointments to support parents with the middle school application process. Parents will also be informed of the GT identification process. During the parent meetings, we will also provide them with strategies that they can use to support their GT students at home.

7. Recommendations to Improve GT Services: Ensure that all GT teachers have received GT training so that they are able to differentiation and provide project based learning projects and targeted instruction. Monitor more closely the implementation of the services that GT students are receiving through teacher walkthroughs and observations. Also, monitor students goal folders to track their progress. Ensure that the GT students have access to digital programs that will provide them with interest based and differentiated instruction.

Schoolwide and Targeted Assisted Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and

math - **Additional Targeted Support Strategy**

Funding Sources: GT instructional Materials - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $3,000, Teacher and Teacher Assistant Tutorials Extra Duty Pay - 1991010002 - General Fund - Gifted & Talented - 6100 - Payroll - $4,649

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: 54% percent of grades 3-5 students did not meet standard on the 2021 Math STAAR . **Root Cause**: Low virtual student engagement. Lack of concrete models to support math instruction in a virtual learning environment.
Problem of Practice 3: 63% of 4th grade students did not meet standard on the 2021 Writing STAAR. **Root Cause**: Low virtual student engagement.
Problem of Practice 4: 46.8% of students grades 3-5 did not meet standard on the 2021 Reading STAAR. **Root Cause**: 77% of the students are ELs who need language supports and did not respond well to learning in a virtual setting.
Problem of Practice 5: 65% of 5th grade students did not meet standard on the 2021 Science STAAR. **Root Cause**: Lack of practical application of science concepts in a science lab.
Problem of Practice 6: 37% of the GT students scored at the Masters level on the 2021 STAAR. **Root Cause**: Low virtual student engagement.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT
Sutton will aim to involve 100% of the parents in face to face teacher-parent conferences, and to increase at least 10% participation in activities related to education, family literacy, and parental literacy as shown in the monthly HISD Parent and Family Engagement Interim Report.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Sutton will engage with parent and community by hosting monthly meetings where the principal and administrative team will provide communication to parents regarding activities, data, upcoming assessments, and opportunities for parents to partner with the school in order to increase parent and community involvement by at least 10%.

Evaluation Data Sources: Attendance data at parent meetings.

Strategy 1 Details	Reviews			
Strategy 1: Sutton will provide opportunities to engage with the principal and parents on a monthly basis. Sutton will provide monthly communication to parents with at least 2 weeks notice so that parents can adjust their schedules in order to attend. Sutton will offer multiple meeting times in order to ensure we increase engagement by 10%. Sutton administrative team will reach out to local businesses to partner with us by offering services and incentivizing the meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	75%	100%	
Strategy's Expected Result/Impact: By an increase in Parent and Community Engagement we will bridge the gap between the school and stakeholders which will have an impact on student achievement, behavior and attendance.				
Staff Responsible for Monitoring: Principal Assistant Principal Administrative Assistant Business Manager Parent Engagement Representative				
Action Steps: Sutton will provide timely communication of meetings to parents in multiple languages. We will reach out to multi-lingual department for translation support for language support.				
Schoolwide and Targeted Assisted Title I Elements: 3.2 - **Targeted Support Strategy**				
Funding Sources: Extra Duty Pay for Parent Engagement Rep and Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $4,000, Food/Snack for Parent Meetings - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - $1,000, Supplies/Books needed for Parent classes - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Low parental engagement from virtual students. **Root Cause**: Some did not respond to school communication in a timely fashion due to a busy work schedule and language barrier for parents of newcomer.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: 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

    Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

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

Strategy 1 Details		Reviews			
Strategy 1: Monitor, observe, assess, and identify students who need to complete immunizations and provide them with a list of service providers to ensure they are complete. At the time of enrollment for all new students provide opportunity and information to parent/guardian on any outstanding immunizations to complete prior to the start of school.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By monitoring and assessing frequently then we will ensure 100% of immunizations are up to date. **Staff Responsible for Monitoring:** School Nurse Registration Team **Action Steps:** Identify students that have immunizations due. Provide them with written notice of due date for immunizations including service providers. Track immunization progress. **Schoolwide and Targeted Assisted Title I Elements:** 3.1 - **Targeted Support Strategy**		85%	90%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 2: Difficulty to conduct vision, hearing and immunization checks for virtual students. **Root Cause**: Parents hesitant to bring students to the school building due to the pandemic.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Strategy 1 Details	Reviews			
Strategy 1: Sutton will identify and assess students who need to have vision screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By ensuring students are assessed and providing access to service providers this will help students in the classroom because they are able to see educational material, participate in classes thus ensuring they are successful. **Staff Responsible for Monitoring:** Nurse Administrator Wraparound CIS **Action Steps:** Nurse will review and monitor and update records of students that have and need to have visual screenings. Nurse will notify parents prior to the deadline of vision screenings. Nurse will provide information regarding health service providers **Targeted Support Strategy**	5%	35%		
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Strategy 1 Details	Reviews			
Strategy 1: Sutton will identify and assess students who need to have hearing screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed. Additionally Sutton will provide access to hearing providers to assist families who are in need of services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: As a result of being 100% in compliance with hearing screening, students will receive support so that they can perform optimally in class. **Staff Responsible for Monitoring:** Nurse Administrator Wraparound CIS **Action Steps:** The nurse will review the records of all students to determine who is in need of hearing screening and provide hearing screening to eligible students. The nurse will communicate with parents regarding results and when screenings will occur. The Nurse will ensure records are up to date.	15%	35%		

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

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Strategy 1 Details	Reviews			
Strategy 1: Sutton will identify and assess students who need to have diabetes screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The expected results will lead to informed parents and school community which can make better health related decisions concerning students. **Staff Responsible for Monitoring:** Nurse Administrator **Action Steps:** The nurse will notify parents of dates for diabetes screening. The nurse will administer the health screening and update records in district and school tracking system. **Targeted Support Strategy**	10%	30%		

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

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

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

Strategy 1 Details	Reviews			
Strategy 1: Sutton will identify and assess students who need to have spinal screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The students at Sutton total well being is considered and provided for and assessed. **Staff Responsible for Monitoring:** Nurse Administrator **Action Steps:** The nurse will notify parents of upcoming spinal screening and what to expect. **Targeted Support Strategy**	5%	30%		

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

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Sutton will ensure all medication is administered accurately, documented and stored properly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students are cared for according to physicians' request and prescription order which will lead to health of students. **Staff Responsible for Monitoring:** Nurse Administrator **Action Steps:** The School Nurse will document students that are taking medication and accurately ensure students receive the medicine they need in a timely fashion. The School Nurse will notify parents when medicine needs to be refilled with time to ensure parents can provide refills if needed. **Targeted Support Strategy**	95%	95%		

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

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual

report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus: 3

Strategy 1 Details	Reviews			
Strategy 1: Sutton will maintain the AED to ensure they are working and school personell is responsible for how and when to use AED.		Formative		Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The safety of all students and staff is the number one priority of Sutton leadership team. Therefore; ensuring all the proper personnel are trained will better equip in case of an emergency. **Staff Responsible for Monitoring:** Nurse Administrative Team **Action Steps:** The Nurse will ensure all required personel are trained. Personnel will ensure they are aware of the AED located on campus in case of an emergency. **Targeted Support Strategy**	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

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

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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Sutton will implement a series of Professional Development focused on Health and Safety during the 2021-2022 school year for students, staff and stakeholders.

Evaluation Data Sources: Participation Records

Strategy 1 Details	Reviews			
Strategy 1: Sutton will establish a health and wellness committee to service the needs of the school and community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will result in the entire school community making healthy decisions and have an impact on student and staff attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrator Nurse **Action Steps:** Health and Safety committee established Develop a School Health and Safety Plan Provide Monthly Professional development regarding Health and Wellness **Targeted Support Strategy** **Funding Sources:** Medical supplies need for Clinic - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500	90%	95%	100%	
	0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: The percentage of students in Science at or above grade level as measured by the percentage of students at the Meets Grade Level standard on STAAR for grade 5 shall increase by 15 percentage points from 10.8% to 26% between the Spring of 2021 and the Spring of 2022.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: The percent of students in Grade 5 performing at or above Meets Grade level on Science benchmarks and district assessments will increase at least by 5% quarterly.

Evaluation Data Sources: Teacher assessments
District Snapshots
STAAR release tests
HISD Formative Assessments
STEMSCOPES
STAAR Interim Assessment,
 HUB Digital Assignments,
 Exit Tickets for CFU

Strategy 1 Details	Reviews			
Strategy 1: Implement Data-Driven instruction during and after school intervention programs in grade 5 to target students that are below the Meets Grade Level Standard.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement in Science.				

Staff Responsible for Monitoring: Dean of Instruction, 5th Grade administrator.

Action Steps: Analyze different sources of data to identify students below grade level for interventions.
Provide PD to 5th Grade Science teachers to support instruction.
Provide interventions during regular school hours.
Provide tutorials after school hours (including Saturday)
Monitor student progress towards their individual goals by using intervention logs.
Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers; Conduct PLC sessions to analyze data after each district assessment.
Group students based on data for interventions.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Funding Sources: Instructional Science and lab materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $12,000, STEMScopes Instructional Science Software - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,360

40% 50%

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 5: 65% of 5th grade students did not meet standard on the 2021 Science STAAR. **Root Cause**: Lack of practical application of science concepts in a science lab.

Measurable Objective 2: The percent of students in grades 3 through 5 performing at the Masters Grade Level on benchmark and district assessments will increase at least 5% quarterly.

    Evaluation Data Sources: Science benchmark assessments, DLA

Strategy 1 Details	Reviews			
Strategy 1: Implement Data-Driven after school enrichment programs in grades 5 to target students that are performing above grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students scoring at the masters level on state and district assessments. **Action Steps:** Analyze different sources of data to identify students above grade level that qualify for enrichment programs Provide PD to Science teachers to support Virtual Instruction and Face-Face instruction (synchronic/asynchronic instruction); Provide virtual and face-face enrichment camps after school hours (including Saturday); Provide support to parents to keep students engaged and participating; Monitor student progress towards their individual goals by using student progress logs; Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers; Conduct PLC sessions to analyze data after each district assessment; **Schoolwide and Targeted Assisted Title I Elements:** 2.4	40%	50%		

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 5: 65% of 5th grade students did not meet standard on the 2021 Science STAAR. **Root Cause**: Lack of practical application of science concepts in a science lab.

Measurable Objective 3: The percent of students PK-5 meeting standard on science benchmarks and district assessments will increase by 5% quarterly.

Evaluation Data Sources: Teacher assessments
District Snapshots
STAAR release tests
HISD Formative Assessments
STEMSCOPES
 STAAR Interim Assessment,
 HUB Digital Assignments,
 Exit Tickets for CFU

Strategy 1 Details	Reviews			
Strategy 1: Implement Science Lab with fidelity in grades PK-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expose students to the experimental design by practically applying the scientific method so that they are able to apply information learned to respond to questions testing process standards.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean of Instruction, Science Lab Lead Teacher, Science Lab Teacher Assistant, Grade Level Administrators	15%	45%		
Action Steps: Draw a lab schedule for PK-5. Provide teachers with exemplary science lab lessons. Teachers will be expected to implement science with fidelity. Students use interactive science notebooks to record their learning. Teachers provide feedback to students. **Schoolwide and Targeted Assisted Title I Elements:** 2.4, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 5: 65% of 5th grade students did not meet standard on the 2021 Science STAAR. **Root Cause**: Lack of practical application of science concepts in a science lab.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will have an independent reading time embedded in their Literacy block and during the day. Students will read books virtually on MyOn, Reading A-Z, and books of their interest.
1	1	1	2	Use guided reading, literature circles, and targeted small group instruction to develop students' independent reading levels and to increase reading fluency and comprehension.
1	1	1	3	Implement writer's workshop and utilize a writing rubric to assess student growth
1	1	2	1	Teachers will attend the Reading Academies and other literacy professional development in order to implement an effective literacy block that includes word study, read alouds, guided reading, independent reading and writing workshop.
1	1	3	1	Implement a multisensory and interactive approach to phonological and phonemic awareness in a face to face setting.
2	1	1	2	Implement the use of Problem Solving Journals as part of the Math Instructional Block to target the development of critical thinking skills as well as to increase the level of instructional rigor. Incorporate technology in daily lessons to keep students engaged.
2	1	2	1	Teachers will attend math professional development and the Math Academies (second and third grade teachers) in order to implement an effective math block.
3	1	2	1	Teachers will utilize Bloom's Taxonomy to Plan Rigorous lessons that engage students at higher levels of thinking.
3	1	3	1	Implement a Pk-5 school-wide motivational plan to showcase future College and Career Readiness Awareness.
4	1	1	1	General Education Teachers will work in collaboration with Special Education Teachers to ensure all components of the students' IEPs are implemented with fidelity.
5	1	1	1	Monitor on a daily basis and follow up on scholars who have patterns of absences or repeated unexcused absences
5	1	2	1	Conduct parent conferences for students with excessive absences.
5	1	2	2	Conduct home visits for students with excessive absences
5	5	1	1	Sutton will provide opportunities to engage with the principal and parents on a monthly basis. Sutton will provide monthly communication to parents with at least 2 weeks notice so that parents can adjust their schedules in order to attend. Sutton will offer multiple meeting times in order to ensure we increase engagement by 10%. Sutton administrative team will reach out to local businesses to partner with us by offering services and incentivizing the meetings.
5	6	1	1	Monitor, observe, assess, and identify students who need to complete immunizations and provide them with a list of service providers to ensure they are complete. At the time of enrollment for all new students provide opportunity and information to parent/guardian on any outstanding immunizations to complete prior to the start of school.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	6	2	1	Sutton will identify and assess students who need to have vision screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.
5	6	4	1	Sutton will identify and assess students who need to have diabetes screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.
5	6	5	1	Sutton will identify and assess students who need to have spinal screening complete. Sutton will provide access to health service providers to ensure 100% of screenings and updates have been completed.
5	6	6	1	Sutton will ensure all medication is administered accurately, documented and stored properly.
5	6	7	1	Sutton will maintain the AED to ensure they are working and school personell is responsible for how and when to use AED.
5	7	1	1	Sutton will establish a health and wellness committee to service the needs of the school and community.
5	8	1	1	Implement Data-Driven instruction during and after school intervention programs in grade 5 to target students that are below the Meets Grade Level Standard.
5	8	3	1	Implement Science Lab with fidelity in grades PK-5.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will have an independent reading time embedded in their Literacy block and during the day. Students will read books virtually on MyOn, Reading A-Z, and books of their interest.
1	1	1	2	Use guided reading, literature circles, and targeted small group instruction to develop students' independent reading levels and to increase reading fluency and comprehension.
1	1	1	3	Implement writer's workshop and utilize a writing rubric to assess student growth
1	1	2	1	Teachers will attend the Reading Academies and other literacy professional development in order to implement an effective literacy block that includes word study, read alouds, guided reading, independent reading and writing workshop.
1	1	3	1	Implement a multisensory and interactive approach to phonological and phonemic awareness in a face to face setting.
2	1	1	3	Teachers will target mathematical fluency and numeration in grades Pk-2nd during small groups and workstations. Use a variety of technological platforms to keep students engaged and to assess students understanding.
3	1	2	1	Teachers will utilize Bloom's Taxonomy to Plan Rigorous lessons that engage students at higher levels of thinking.
3	1	3	1	Implement a Pk-5 school-wide motivational plan to showcase future College and Career Readiness Awareness.
4	1	1	1	General Education Teachers will work in collaboration with Special Education Teachers to ensure all components of the students' IEPs are implemented with fidelity.
5	1	1	1	Monitor on a daily basis and follow up on scholars who have patterns of absences or repeated unexcused absences
5	1	2	1	Conduct parent conferences for students with excessive absences.
5	1	2	2	Conduct home visits for students with excessive absences
5	2	1	1	Teachers will implement restorative justice practices.
5	2	2	1	Teach the scholars traits to be good citizens and implementing restorative strategies in the classrooms. Incorporating restorative support by allowing teachers and administrators to hold students accountable, develop an inclusive school climate, and maintain and strengthen relationships.
5	3	1	1	-Character Education regarding Respect - Student Assembly regarding Bullying Prevention - Tangible item to all students as a reminder. -Anti-Bullying Month - September -Teachers monitor for bullying behavior, refer as needed to Social Worker or Assistant Principal.
5	3	2	1	School personnel will receive training on Child Abuse Prevention/When to report. School personnel will understand how to make a report to CPS and inform his or her supervisor.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	4	2	1	Provide academic support to GT students by implementing afterschool enrichment programs, differentiated instruction, Project based learning, Kagan Structures and Strategies, Renzulli Learning, and professional development to teachers, tutors, teacher assistants, administrators, and support staff to target students' individual needs.
5	8	1	1	Implement Data-Driven instruction during and after school intervention programs in grade 5 to target students that are below the Meets Grade Level Standard.
5	8	3	1	Implement Science Lab with fidelity in grades PK-5.

State Compensatory

Budget for 248 Sutton Elementary School

Total SCE Funds: $292,646.21

Total FTEs Funded by SCE: 5.98

Brief Description of SCE Services and/or Programs

SCE funds are used to fund 2 degreed lecturer positions and 5 Teacher Assistant positions to provide small group interventions for tier 2 and tier 3 students and students who did not perform satisfactorily on the 2021 STAAR assessment.

Personnel for 248 Sutton Elementary School

Name	Position	FTE
Castro, Sara	Teaching Assistant-10M	1
Goodwin, Cheren Mcleod	Lecturer, Hrly - Degreed	0.49
Marquez, Olivia Beatriz	Teaching Assistant-10M	1
Melendez, Jose Trinidad	Teaching Assistant-10M	1
Ruiz, Maria C	Teaching Assistant-10M	1
Zuniga, Daniela	Lecturer, Hrly - Degreed	0.49
Zuniga, Maria	Teaching Assistant-10M	1

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at Sutton was developed and monitored during the school year 2020-2021. This SIP has been reviewed during the months of June, July, and beginning of August, 2021. The CNA will be revised by the SDMC, the Instructional Leadership Team, the Administrator Leadership Team, Faculty and Staff, parents, and other stakeholders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Sutton Administrator Leadership Team come together to coordinate the development of the plan, meet with key stakeholders to receive immediate feedback and to adjust the expectations and strategies as needed. HISD Area administrators provide feedback as needed during the process of elaboration of the plan. The SDMC members play an active role in the revision of the SIP, as well as teachers, paraprofessionals and other non-instructional staff members. The plan is presented to parents in a public meeting to discuss the goals, strategies, and plan of actions for the new school year. Frequent and consistent feedback from stakeholders is key during the process of elaboration of this SIP.

2.2: Regular monitoring and revision

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

1. PLC Data meetings to analyze student results after each benchmark assessment to design plan of actions needed to measure progress towards the SIP goals.

2. Teachers and Grade Level teachers participates in PLC meetings in a weekly basis to monitor closely the Instructional Plan of Actions to improve student achievement.

3. Evaluate the resources funded by Title I and by other sources by analyzing student performance in formative and summative assessments.

4. Evaluate the participation of parents in the different programs provided by the Parent Engagement Office, and design plan of actions to increase parent engagement.

5. Monitor the student attendance rate in a weekly basis. The Attendance Committee present the data in a weekly bais during the Administrator Team meeting.

6. Monitor discipline issues in a daily basis, and present a Discipline Summary when the Safety and Health Committee meet in a monthly basis.

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

The SIP is available to parents in the following locations: Title I coordinator office, Front Office, Parent/PTO room, school library/ The SIP will be uploaded to the campus website. The student handbook will provide a link to consult the SIP.

The SIP was made available to parents by: communicating through School Messenger, parent meetings, school website, and social media.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Implement and monitor a school-wide daily intervention time in every classroom to personalize and differentiate instruction based on Data-Driven decisions.
2. Provide multiple opportunities to students to participate in an adaptable after school program (virtual or face-face) to target their specific needs (tutorials, english language development, enrichment).
3. Gifted and Talented students will participate in project-based programs (Art club, Name that Book, Book Club, Martin Luther King Speech Contest, Theatre, Band and Chorus, Summer Camp, Music Club, Poetry).
4. Implement a consistent pull-out program for Dyslexia students and for LEP students that are in year 1 or year 2 that need intensive and accelerated english instruction.
5. Implement a school-wide Attendance program to reduce the number of absences, particularly for at risk students. A Social Worker hired by the school along with the School Counselor, the representative of Communities in Schools, the HISD Wraparound and the Parent Engagement school representative will work in partnership with the administration team to build a strong social-emotional foundation to motivate students to be present every day at school.
6. Implement a strategic Professional Development Plan for administrators, teachers, teacher assistants and parents to focus on Differentiation, Rigor, Data Analysis, and ESL Shelter Instruction.

2.5: Increased learning time and well-rounded education

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

1. Implement after school tutorial programs for students below grade level, and enrichment programs for students that are at or above grade level.

2. Implement in-school small groups interventions provided by teacher assistants, academic tutors, and certified consultants.

3. Provide technological support and innovative research-based online programs to accelerate learning in the content areas and to accelerate english language development.

4. Implement social-emotional programs conducive to student achievement and aligned to the goals presented in this SIP.

5. Implement Parent Engagement programs by providing educational sessions to train parents in skills needed to support students at home and to improve student achievement.

6. Implement specific plan of actions to minimize student absences and student tardiness by utilizing praise and positive reinforcement strategies, as well as parent engagement.

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

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

- Building teacher capacity in their content areas and instructional areas: Teachers and administrators will attend Lead4Ward and Houston A+ content specific trainings, as well as other trainings offered by HISD PD department. The Instructional Leadership Team will organize instructional rounds to provide feedback focus on I4 Higher Order Thinking/Rigor, I3 Differentiation, and I2 Checking for Understanding. Teachers will have the opportunity to observe highly effective teachers as needed.
- Proficient Tier 1 explicit instruction taking place in all content areas: Effective Lessons will be implemented by using Best Practices in each content area and by prioritizing highly tested standards.
- Spiral Review mini-lessons: highly tested standards will be revisited frequently by using Lead4Ward Spiral Review model. The model will be adjusted and adapted to the particular individual student needs.
- Small Group Instruction based on student data needs: After each formative or summative assessment, teachers will create small group mini-lessons to target the needs of specific group of students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Principal: Beatrice Akala
- Parent: Olga Lopez
- Title I Coordinator: Martha Molina
- Parent Engagement Representative: Nohelia Rodriguez
- Special Education Teacher: Catlin Pfaffenbach
- Social-Emotional Team: Andrea Watson, Ahmed Usman, CIS representative

The PFE was distributed

- On the campus website
- Open House
- Title I meeting #1
- Microsoft Team on Parent Channel

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Participate on the district-wide initiative FACE
- Implement a Learning Series sessions for parents to support student achievement
- Implement ESL classes to parents that do not speak english, as well as computer literacy classes.
- Implement a Family Literacy, Math and Science porgram (Family Nights)
- Implement STAAR awareness sessions for grades 3-5
- Implement informational sessions to promote the participatio of parents to become part of the VIP team.

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - 09/21/21 9:00 am
- Meeting #1 Alternate - 09/24/21 9:00 am
- Meeting #2 - 11/30/21 9:00 am
- Meeting #2 Alternate - 12/03/21 9 am
- Meeting #3 - 02/01/21 9 am
- Meeting #3 Alternate - 02/04/21 9 am
- Meeting #4 - 03/29/21 9 am
- Meeting #4 Alternate - 04/01/21 9 am

Title I Personnel

Name	Position	Program	FTE
Andrea Watson	Social Worker	Title I	1.00
Cynthia Hoyos	Community In School Manager	Title I	1.00
Nohelia Rodriguez	Parent Engagement Representative	Title I	1.00
Veronica Ruiz	Intervention Teacher	Title I	1.00

Campus Funding Summary

1991010001 - General Fund - Regular Program

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	7	1	1	Medical supplies need for Clinic	6300 - Supplies and Materials	$500.00
5	8	1	1	Instructional Science and lab materials	6300 - Supplies and Materials	$12,000.00
					Sub-Total	$12,500.00

1991010002 - General Fund - Gifted & Talented

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	1	GT instructional Materials	6300 - Supplies and Materials	$3,000.00
5	4	2	1	Teacher and Teacher Assistant Tutorials Extra Duty Pay	6100 - Payroll	$4,649.00
					Sub-Total	$7,649.00

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	3 Teacher Assistants	6100 - Payroll	$66,900.00
1	1	1	1	2 Degreed Lecturer	6100 - Payroll	$35,000.00
1	1	1	2	3 Teacher Assistants	6100 - Payroll	$66,900.00
1	1	1	2	2 Degreed Lecturer	6100 - Payroll	$35,000.00
1	1	1	3	2 Degreed Lecturers	6100 - Payroll	$35,000.00
1	1	1	3	3 Teacher Assistants	6100 - Payroll	$66,900.00
1	1	2	1	2 Degreed Lecturer	6100 - Payroll	$35,000.00
1	1	2	1	3 Teacher Assistants	6100 - Payroll	$66,900.00
2	1	1	1	3 Teacher Assistants	6100 - Payroll	$66,900.00
2	1	1	1	2 Degreed Lecturer	6100 - Payroll	$35,000.00
2	1	1	2	3 Teacher Assistants	6100 - Payroll	$66,900.00
2	1	1	2	2 Degreed Lecturers	6100 - Payroll	$35,000.00
2	1	1	3	3 Teacher Assistants	6100 - Payroll	$66,900.00
2	1	1	3	2 Degreed Lecturers	6100 - Payroll	$35,000.00
2	1	2	1	2 Degreed Lecturers	6100 - Payroll	$35,000.00
2	1	2	1	3 Teacher Assistants	6100 - Payroll	$66,900.00
3	1	1	1	Tutors	6100 - Payroll	$3,000.00

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
					Sub-Total	$818,200.00

1991010006 - General Fund - Bilingual

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	4 Teacher Assistants	6100 - Payroll	$89,200.00
1	1	1	2	4 Teacher Assistants	6100 - Payroll	$89,200.00
1	1	1	3	4 Teacher Assistants	6100 - Payroll	$89,200.00
1	1	2	1	4 Teacher Assistants	6100 - Payroll	$89,200.00
2	1	1	1	4 Teacher Assistants	6100 - Payroll	$89,200.00
2	1	1	2	4 Teacher Assistant	6100 - Payroll	$89,200.00
2	1	1	3	4 Teacher Assistants	6100 - Payroll	$89,200.00
2	1	2	1	4 Teacher Assistants	6100 - Payroll	$89,200.00
					Sub-Total	$713,600.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Special Education Instructional Materials	6300 - Supplies and Materials	$3,552.00
4	1	1	1	Special Education Professional Development Fee	6400 - Other Operating Expenses	$500.00
4	1	1	1	Teachers and Teacher Assistant	6100 - Payroll	$3,000.00
4	1	2	1	Special Education Professional Development Fee	6400 - Other Operating Expenses	$500.00
4	1	2	1	Special Education Instructional Materials	6300 - Supplies and Materials	$3,552.00
4	1	2	1	Teachers and Teacher Assistants	6100 - Payroll	$3,000.00
					Sub-Total	$14,104.00

2110000000 - Title 1 Basic Programs

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Accelerated Reader	6200 - Contracted Services	$7,430.00
1	1	1	1	iStation	6200 - Contracted Services	$14,945.00
5	5	1	1	Extra Duty Pay for Parent Engagement Rep and Teachers	6100 - Payroll	$4,000.00

				2110000000 - Title 1 Basic Programs		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1	1	Food/Snack for Parent Meetings	6400 - Other Operating Expenses	$1,000.00
5	5	1	1	Supplies/Books needed for Parent classes	6300 - Supplies and Materials	$1,000.00
5	8	1	1	STEMScopes Instructional Science Software	6200 - Contracted Services	$2,360.00
					Sub-Total	$30,735.00
					Grand Total Budgeted	$0.00
					Grand Total Spent	$1,596,788.00
					+/- Difference	-$1,596,788.00

Addendums