

**Houston Independent School District  
276 Shadowbriar Elementary School  
2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Shadowbriar Elementary School, we are focused on our mission of *Developing A Community of Leaders One Bulldog At A Time*. Shadowbriar is a comprehensive elementary campus (recently adding grades PK-2) located in the Energy Corridor in West Houston. The campus has a diverse student and staff population, an active PTO, and a surrounding community, with a growing campus enrollment. Shadowbriar is a STEAM Magnet and Leader In Me campus, and we will continue to align and integrate both programs into all areas of the campus. Additionally, the campus is a Title I school with open enrollment without an attendance boundary that offers a neighborhood vanguard/gifted and talented program and an ESL and special education program.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** English Language Learners are not making at least one year of growth in each of the four language domains assessed on TELPAS. **Root Cause:** Lack of teacher professional development and implementation of sheltered instruction strategies.

# Student Learning

## Student Learning Summary

Shadowbriar Elementary School is rated a D campus from the 2018-19 accountability report. The campus was previously rated a C campus from the 2017-2018 accountability report and experienced decreases in all three domains, with the largest decrease in Domain II-Student Progress. In response to the decreases in student performance, the campus master schedule has been updated to allow more time for teacher professional development and planning, focusing on vertical planning. Additionally, an intervention team was created to target Tier II and Tier III students, and systems for tracking student growth through formative assessment were enhanced.

During the 2019-2020 school year based upon STAAR Released data Shadowbriar was projected to score an 80 raw score which is a B rating. Based upon 2020-2021 Reading and Math Renaissance 360 Data at least 30% of students in grades 1 through 5 performed at or above grade level. According to Benchmark Running Record Data from the 2020-21 school 82% of students in grades K through 5 grew at least two reading levels.

For the 2021-22 school year, we have identified Domain II-Student Growth and Domain III-Closing the Gaps as focus areas. Although we did not have Accountability for the 2019-20 and 2020-21 school years 2019-20, we experienced growth with our African American, Economically Disadvantaged, and Emergent Bilingual student populations based upon campus and district formative assessments. Therefore, Reading and Math student achievement and student growth are our campus-wide focus areas, specifically our African American, Economically Disadvantaged, Emergent Bilingual, and Special Education students. During the 2021-22 school year, we will continue to implement the school-wide strategies from the previous school year that led to student growth.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Student engagement varies greatly between classes and among students, but the building has a significant number of students demonstrating a disconnection to classwork and lesson activities. **Root Cause:** Student Engagement is limiting student achievement and growth.

# School Processes & Programs

## School Processes & Programs Summary

The administrative team at Shadowbriar Elementary School includes the principal and two assistant principals. There are also two Interventionist (one Reading and One Math) as well as a Student Support Specialist with Communities In-Schools. Additionally, an interventionist, Wraparound Specialist, and Counselor will join our campus before the end of the semester. Collectively, this team will make up our Instructional Leadership and Support Team that supports staff, students, and parents.

During the 2021-22 school year, the Leadership Team will regularly monitor classrooms and assessment data. The implementation of grade level intervention and enrichment plans will also be regularly reviewed and discussed to ensure best practices are being implemented. Weekly PLCs, vertical planning, and professional development opportunities led by the leadership team and district support staff to ensure a regular review and discussion of data while aligning our practice to the TEKS and ensuring rigor for all. In addition, we have greatly enhanced our intervention systems to meet the needs of each student at every level. These practices in addition to the implementation of the Leader In Me program and our new STEAM Magnet and project-based learning approach will address the varied needs of all student learners.

Shadowbriar Elementary will continue to strengthen departmentalization and vertical planning for teachers in grades 2-5 with weekly grade and subject level planning, and planning intervention and enrichment based on the data that was analyzed by the teachers and administrators. We have improved our Professional Learning Communities by narrowing our focus to Instructional Planning, Special Populations and RTI, and Leader In Me/Social-Emotional Learning.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Alignment of lesson planning to Tier I instruction and small-group instruction based upon student data. **Root Cause:** -Consistent implementation of the campus-wide data analysis systems. -Time for horizontal and vertical lesson planning.

# Perceptions

## Perceptions Summary

Our mission is *Developing a Community of Leaders One Bulldog At A Time* and our vision is *Shaping the Future by preparing All Learners for Greatness in College, Careers, and Beyond*. As a professional learning community, we use The Shadowbriar Way to establish and guide our instructional expectations to achieve our academic and professional outcomes.

From 2014-2019, our staff experienced turnover due to school programming changes, culture and climate changes, shifts in student performance and campus expectations, and campus enrollment. During the 2019-20 school year, Shadowbriar Elementary School updated new teacher supports, staff professional development, and recruitment and selection processes to identify and maintain the best teachers and staff.

Shadowbriar Elementary School is a Leader In Me and STEAM Magnet campus that focuses on student leadership, student voice, and student project-based learning. Each student will have at least one classroom job and can apply and interview for school-based leadership roles and jobs. We have a student lighthouse team that assists leadership with making decisions about the school and students also can participate in the National Elementary Honor Society. Every student at Shadowbriar completes a fall and spring STEAM Project and presents their STEAM Project to their class, peers, and parent during our Leadership Day Expo. Students can also participate in after-school clubs and intramural sports throughout the school year.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Alignment of campus social-emotional supports to the needs of the students and families. **Root Cause:** Increased social-emotional needs of students and families in response to the pandemic.

# Priority Problems of Practice



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Enrollment trends

# Board Goals

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

**Goal 1:** ELAR The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 29% in spring 2019 to 39% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-22 school year, grade 3 through grade 5 students performing at or above grade-level In Reading will increase five percentage points from 37% to 42% as measured by Renaissance 360. <b>Evaluation Data Sources:</b> Reading Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Bi-monthly professional learning community meetings for grades 2-5 focused on vertical lesson planning, tier-one instruction, and at-bats for Reading.

**Strategy's Expected Result/Impact:** Increased collaboration and vertical alignment in Reading with grades 2-5.

**Staff Responsible for Monitoring:** Assistant Principal, Reading Interventionist, SpEd Dept. Chair, and 2-5 Teachers

**Action Steps:** Update Master Schedule and PLC Calendar to allow vertical planning time.

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

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By the end of the 2021-22 school year, 100% of students in grades K through 5 will demonstrate at least one year (3 reading levels) of growth in Reading as measured by Benchmark Running Records. <b>Evaluation Data Sources:</b> Benchmark Running Records (BRR)	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** The consistent implementation of Corrective Reading and Reading Mastery to progress monitor for Tier II and Tier III readers.

**Strategy's Expected Result/Impact:** Students will show growth with their independent reading levels.

**Staff Responsible for Monitoring:** Assistant Principal, Reading Interventionist, SpEd Dept. Chair, and 2-5 Teachers

**Action Steps:** Professional Development for Reading Teachers and opportunities to practice and model during At-Bats.

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

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> By the end of the 2021-22 school year, 100% of students in grades K through 5 will pass at least 20 lessons on Imagine Language and Literacy. <b>Evaluation Data Sources:</b> Imagine Language and Literacy	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** All K-5 teachers receive professional development with Imagine Language focused on data analysis and small group resources.

**Strategy's Expected Result/Impact:** Improve teacher implementation of Imagine Language and Literacy and use of small-group resources.

**Staff Responsible for Monitoring:** Assistant Principal, Reading Interventionist, SpEd Dept. Chair, and K-5 Teachers

**Action Steps:** Collaborating with Imagine Program Professional Development Team to schedule campus support dates throughout the school year.

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

**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: 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 10 percentage points from 30% in spring 2019 to 40% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-22 school year, grade 3 through grade 5 students performing at or above grade-level In Math will increase five percentage points from 39% to 44% as measured by Renaissance 360. <b>Evaluation Data Sources:</b> Math Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Bi-monthly professional learning community meetings for grades 2-5 focused on vertical lesson planning, tier-one instruction, and at-bats for Math.

**Strategy's Expected Result/Impact:** Increased collaboration and vertical alignment in Math with grades 2-5.

**Staff Responsible for Monitoring:** Principal, Math Interventionist, SpEd Dept. Chair, and K-5 Teachers

**Action Steps:** Update Master Schedule and PLC Calendar to allow vertical planning time.

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

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By the end of the 2021-22 school year, 100% of students in grades K through 5 will demonstrate at least one year of growth in Math as measured by grade-level Math Fluency Facts. <b>Evaluation Data Sources:</b> Weekly Math Fluency Assessment Checks	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** The consistent implementation of a Math Fluency block for students in grades K through 5.

**Strategy's Expected Result/Impact:** Improve teacher confidence with teacher Math Fluency and student understanding of numbers.

**Staff Responsible for Monitoring:** Principal, Math Interventionist, SpEd Dept. Chair, and K-5 Teachers

**Action Steps:** Review/Audit the daily schedules for each grade level to secure time for a daily Math Fluency block.

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

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> By the end of the 2021-22 school year, 100% of students in grades K through 5 will pass at least 30 lessons on Imagine Math. <b>Evaluation Data Sources:</b> Imagine Math	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** All K-5 teachers receive professional development with Imagine Math focused on data analysis and small group resources.

**Strategy's Expected Result/Impact:** Improve teacher implementation of Math and use of small-group resources.

**Staff Responsible for Monitoring:** Principal, Math Interventionist, SpEd Dept. Chair, and K-5 Teachers

**Action Steps:** Collaborating with Imagine Program Professional Development Team to schedule campus support dates throughout the school year

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

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

**Goal 1: SCHOOL PROGRESS** The percentage of students meeting or exceeding their growth measure in Math and Reading as measured by Domain II of the state accountability system will increase 12 percentage points from 68% for spring 2019 to 80% for spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-22 school year, 100% of African American students in grade 1 through grade 5 will demonstrate at least one year of academic growth in Reading and Math as measured by Renaissance 360. <b>Evaluation Data Sources:</b> Reading and Math Renaissance 360 <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Targeted small-group instruction implemented daily during the campus-wide intervention block.

**Strategy's Expected Result/Impact:** To increase student mastery of grade-level Reading and Math TEKS and guide the development of small groups for all students in grades K-5.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.

**Action Steps:** Develop a small-group rotation schedule and planning time for small-group planning for teachers.

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

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By the end of the 2021-22 school year, 100% of English Language Learners will demonstrate at least one year of language proficiency growth as measured by TELPAS. <b>Evaluation Data Sources:</b> ELD Assessment for BOY and MOY <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** All English Language Learners will receive progress monitoring throughout the school year using the English Language Development (ELD) Assessment at BOY and MOY.

**Strategy's Expected Result/Impact:** Student growth from BOY to MOY is based upon the language domains.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.

**Action Steps:** Provide professional development to all teachers regarding ELPS and PLDS.

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

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> By the end of the 2021-22 school year, 100% of students receiving Special Education services will demonstrate at least one year of growth in Reading as measured by their Individualized Education Program (IEP) goals. <b>Evaluation Data Sources:</b> IEP Progress Report	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** All students receiving special education services will be progress monitored throughout the school year using the IEP Progress Report every six weeks.

**Strategy's Expected Result/Impact:** Student growth with IEP goals

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.

**Action Steps:** Schedule monthly PLC meetings to review student data and track progress towards IEP goals.

**Title I Schoolwide Elements:** 2.4, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

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

**Goal 1: CLOSING THE GAPS** The percentage of students meeting or exceeding their growth measure in Math and Reading as measured by Domain III of the state accountability system will increase 13 percentage points from 67% for spring 2019 to 80% for spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-22 school year, 100% of African American students in grade 1 through grade 5 will demonstrate at least one year of academic growth in Reading and Math as measured by Renaissance 360. <b>Evaluation Data Sources:</b> Reading and Math Renaissance 360 <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Targeted small-group instruction implemented daily during the campus-wide intervention block.

**Strategy's Expected Result/Impact:** To increase student mastery of grade-level Reading and Math TEKS and guide the development of small groups for all students in grades K-5.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.

**Action Steps:** Develop a small-group rotation schedule and planning time for small-group planning for teachers

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

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> By the end of the 2021-22 school year, 100% of English Language Learners will demonstrate at least one year of language proficiency growth as measured by TELPAS. <b>Evaluation Data Sources:</b> ELD Assessment for BOY and MOY	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** All English Language Learners will receive progress monitoring throughout the school year using the English Language Development (ELD) Assessment at BOY and MOY





**Strategy's Expected Result/Impact:** Student growth from BOY to MOY is based upon the language domains.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.

**Action Steps:** Provide professional development to all teachers regarding ELPS and PLDS

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



Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> By the end of the 2021-22 school year, 100% of students receiving Special Education services will demonstrate at least one year of growth in Reading as measured by their Individualized Education Program (IEP) goals. <b>Evaluation Data Sources:</b> IEP Progress Report	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** All students receiving special education services will be progress monitored throughout the school year using the IEP Progress Report every six weeks

**Strategy's Expected Result/Impact:** Student growth with IEP goals

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionist Team, SpEd Dept. Chair, and K-5 Teachers.





**Action Steps:** Schedule monthly PLC meetings to review student data and track progress towards IEP goals.

**Title I Schoolwide Elements:** 2.4, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 5: ATTENDANCE** The percentage of students in grades PK-5 attendance will improve from 91.3% in spring 2021 to 96.5% in the spring of 2022.

**Goal 1: ATTENDANCE** By the end of the 2021-22 school year, 100% of our Tier II and Tier III students' attendance will increase by 5 percentage points.

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-22 school year, 100% of our at-risk students in grades 2-5 attendance will increase by 5 percentage points <b>Evaluation Data Sources:</b> Daily Attendance Tracking	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 1:** Student tracking of daily attendance in student leadership notebooks.

**Strategy's Expected Result/Impact:** Increase student awareness and impact of attendance on academics.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Reading Interventionist, SpEd Dept. Chair, and K-5 Teachers

**Action Steps:** Create and organize student leadership binders with attendance trackers.

**Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math

# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Targeted small-group instruction implemented daily during the campus-wide intervention block.

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Bi-monthly professional learning community meetings for grades 2-5 focused on vertical lesson planning, tier-one instruction, and at-bats for Math.
2	1	2	1	The consistent implementation of a Math Fluency block for students in grades K through 5.

# State Compensatory

## Budget for 276 Shadowbriar Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

Staff provides targeted small-group and/or pull-out support in Reading and Math to students identified as at-risk and Tier III. This targeted support occurs within the instructional day during the daily intervention block.

## Personnel for 276 Shadowbriar Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kavanal, Emily A	Tchr, Intervention (Math)-Ttl1	1
Vacant	Lecturer, Hrly - Degreed	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Staff Meetings during August Pre-Service, Shared Decision Making Committee (SDMC) Meetings, and Parent Teacher Organization Meetings.

### **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:

- Renaissance 360 Universal Screener Assessment at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) and Interim Progress Monitoring.
- Benchmark Running Records at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) and Interim Progress Monitoring.
- Formative Assessment Review and Data-Tracking using Daily Exit Tickets, Common Assessments, and District Snapshots.

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

The SIP is available to parents in the following locations: Campus Website and School Website

The SIP was made available to parents by School Messenger, Parent Virtual Meetings, Open House/Title 1 Meeting, and Monthly Community Bulldog Community News.

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:

-Building teacher capacity in their content areas and instructional areas: Vertical Professional Learning Community Meetings and planning sessions in Math and Reading for grades 2-5.

-Proficient Tier 1 explicit instruction taking place in all content areas: Horizontal Professional Learning Community Meetings focused on lesson planning.

-Bi-weekly AT BATs: Vertical Professional Learning Community Meetings and planning sessions in Math and Reading for grades 2-5.

-Small-Group Instruction based on student data needs: Partnership with Literacy Now to provide Tier III Reading support for kindergarten and first-grade students. Additionally, the master schedule includes an intervention block for each grade level and the addition of an Academic Tutor to provide support to our Tier II and Tier III students

## **2.5: Increased learning time and well-rounded education**

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

-Updated master schedule to designate separate times during the instructional day for tier-one instruction and targeted small-group instruction for tier II and tier III support.

-Master Schedule includes Intervention Block for each grade level.

-Intervention Team provides tier III support to students with prerequisite skills.

## **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. Our school-wide strategies are listed below.

- Building teacher capacity in their content areas and instructional areas: Vertical Professional Learning Community Meetings and planning sessions in Math and Reading for grades 2-5.
- Proficient Tier 1 explicit instruction taking place in all content areas: Horizontal Professional Learning Community Meetings focused on lesson planning.
- Bi-weekly AT BATs: Vertical Professional Learning Community Meetings and planning sessions in Math and Reading for grades 2-5.
- Small-Group Instruction based on student data needs: Partnership with Literacy Now to provide Tier III Reading support for kindergarten and first-grade students. Additionally, the master schedule includes an intervention block for each grade level and the addition of an Academic Tutor to provide support to our Tier II and Tier III 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:

- Parent - Shea Nagel, Juditt Buenrostro
- Administrative Team - Melissa Henson, Natasha Triplett
- Teacher - Carla Climer, Stephanie Smith
- Non-Teaching Staff - Betsy Coker, Christopher Jenkins, and Taisha King

The PFE was distributed

- On the campus website
- Main Office

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Parent Meetings- Parent University - Virtual; Open House/Title One – Virtual; and Bi-Monthly Monthly Check-Ins with the Principal - Virtual.
- Communities In-Schools (CIS): Our CIS Counselor will support and provide services to at-risk families and other families that need support.
- Partnership with HISD FACE (Family and Community Engagement) initiative – Virtually.
- Teacher-Parent telephone contact regarding supports offered by the school, attendance, academics, and behavior (focusing on positive, growth, and area of concern).

### **3.2: Offer flexible number of parent involvement meetings**

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

- Meeting #1 - September 20 at 3:30 pm
- Meeting #1 Alternate - September 21 at 10:00 am
- Meeting #2 - September 23 at 4:00 pm
- Meeting #2 Alternate - September 30 at 10:00 am
- Meeting #3 - November 29 at 3:30 pm
- Meeting #3 Alternate - January 18 at 10:00 am
- Meeting #4 - March 28 at 3:30 pm
- Meeting #4 Alternate - April 12 at 10:00 am



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rasha Hadi	Senior Academic Tutor	Intervention	1

# Addendums