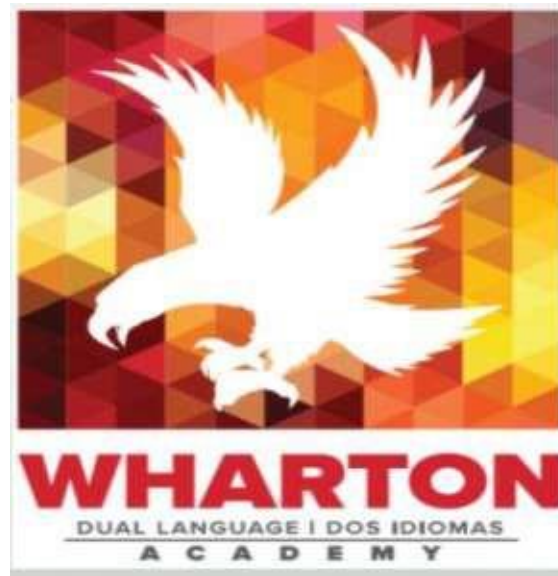


# **Distrito Escolar Independiente de Houston 256 Wharton K-8 Plan de Mejora del Campus 2021-2022**

**Calificación de responsabilidad: No calificada: Estado declarado de desastre**



# **Declaración de nuestra misión**

**La misión de Wharton Dual Language Academy es capacitar a nuestros estudiantes para que se conviertan en investigadores respetuosos, bilingües y alfabetizados de por vida que celebren la diversidad como ciudadanos responsables del mundo.**

## **Nuestra vision**

**Ser una escuela modelo donde todos los niños reciban una educación de excelencia.**

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Meta 1 de la Junta: ELAR El porcentaje de estudiantes de 3er grado que se desempeñan en lectura y escritura a nivel de grado o superior en lectura, según lo medido por Cumple con el grado

El nivel estándar en STAAR aumentará 8 puntos porcentuales del 42 % en la primavera de 2019 al 50 % en la primavera de 2024.19

Meta n.º 2 de la Junta: MATEMÁTICAS El porcentaje de estudiantes de 3er grado que se desempeñan a nivel de grado o superior en matemáticas según lo medido por Cumple con el estándar de nivel de grado en STAAR

aumentar 8 puntos porcentuales del 46 % en la primavera de 2019 al 54 % en la primavera de 2024.22

Meta 3 de la Junta: PROGRESO ESCOLAR El porcentaje de graduados que cumplen con los criterios para CCMR medidos en el Dominio 1 del sistema estatal de rendición de cuentas aumentará 8 puntos porcentuales del 63 % para los graduados de 2017-18 al 71 % para los graduados de 2022-2023 informados en 2024.25

Meta 4 de la Junta: CERRAR LAS BRECHAS El porcentaje de estudiantes que reciben servicios de educación especial leyendo a nivel de grado o superior, según lo medido por Cumple con el estándar de nivel de grado en las evaluaciones STAAR 3-8 Lectura y STAAR EOC Inglés I y II aumentará 8 puntos porcentuales de 21% en la primavera de 2019 a 29% en la primavera de 2024.28

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# Evaluación Integral de Necesidades

## Descripción general de la evaluación de necesidades

### Wharton Dual Language Academy

#### Metas del SIP 2021-2022

#### **HB3 metas de alfabetización de educación temprana**

El porcentaje de estudiantes de 3er grado que se desempeñan al nivel del grado o por encima del nivel de grado en lectura, según lo medido por Cumple con el estándar de nivel de grado en STAAR, aumentará 6 puntos porcentuales del 79 % en la primavera de 2020 al 85 % en la primavera de 2024.

#### **HB3 metas de educación matemáticas temprana**

El porcentaje de estudiantes de 3er grado que se desempeñan al nivel del grado o por encima del nivel de grado en matemáticas, según lo medido por Cumple con el estándar de nivel de grado en STAAR, aumentará 10 puntos porcentuales del 80 % en la primavera de 2019 al 90 % en la primavera de 2024.

#### **Meta de Lectura de Artes del Lenguaje Inglés**

Los puntajes de lectura de STAAR en el nivel Cumple aumentarán del 54 % en 2019 al 65 % en 2022.

#### **Meta de matemática**

Los puntajes de Matemáticas de STAAR en el Nivel Cumple aumentarán del 66 % en 2019 al 75 % en 2022.

Objetivo de asistencia

**Esforzarse por mantener la tasa de asistencia en un 98 % durante el año escolar 2021-2022. (Tasa de asistencia para 2018-19: 97.9%)**

#### **Meta de Disciplina Estudiantil**

**WDLA mantendrá una tasa de suspensión del 0% en el año escolar 2021-2022.**

## **Objetivo de Prevención de la Violencia**

WDLA abordará el 100% de las preocupaciones de seguridad en el año escolar 2021 a 2022.

## **Objetivo de participación de los padres y la comunidad**

WDLA inscribirá al 100% de las familias en la comunicación entre maestros y toda la escuela.

## **Objetivo de educación especial**

**WDLA aumentará los puntajes de STAAR de lectura al nivel de cumplimiento para educación especial del 6 % al 15 %**

# Demografía

## Resumen de datos demográficos

Wharton K-8 Dual Language Academy es una Escuela del Mundo del Programa de la Escuela Primaria (PYP) del Houston ISD Dual Language Magnet y del Bachillerato Internacional (IB) cerca del centro de Houston. Wharton atiende aproximadamente a 603 estudiantes de escuelas magnet y vecindario cultural y económicamente diversos en los grados PK a 8. La inscripción de Wharton en 2020-21 incluyó un 69 % hispano, un 11 % afroamericano, un 16 % blanco, un 2 % asiático y un 2 % de dos o más grupos étnicos. De estos estudiantes, el 43 % eran estudiantes del idioma inglés, el 47 % económicamente desfavorecidos, el 73,3 % en riesgo, el 30 % dotados y talentosos, el 5 % eran estudiantes de educación especial y el 1,5 % disléxicos. La tasa de asistencia 2020-2021 fue del 98,5% y la tasa de movilidad fue del 1,8%.

El cuerpo docente total del plantel es de 54 miembros del personal: 1 director, 1 coordinador Magnet, 1 coordinador IB/GT, 1 coordinador 504/Título I, 1 enfermera, 1 coordinador extracurricular, 1 representante de la comunidad en las escuelas y 1 especialista integral. El desglose es el siguiente: 32,9 maestros de tiempo completo, 15,4% de ellos bilingües/ESL certificados, 1 jefe de departamento de educación especial (y 2 asistentes de maestros de SPED), 8 maestros especialistas (2 laboratorios de ciencias, música, arte, tecnología, 2 de educación física). profesores y 1 bibliotecario TA). El personal adicional incluye: 2 asistentes de maestros. Todo el personal de instrucción tiene certificaciones de Dotados y Talentosos y todos los maestros de PK-5° están capacitados en el Bachillerato Internacional (IB).

Los socios comunitarios incluyen, entre otros: Kellogg, Brown and Root, la Universidad de St. Thomas, los campus centrales y del centro de la Universidad de Houston, la Universidad Rice, el Zoológico de Houston, Recipe for Success, la Art League of Houston, Writers in the Schools (WITS), Literacy Through Photography (LTP) de Fotofest, Kiwanis Club of Greater North Houston, Houston Symphony, Houston Ballet, Karen Stokes Dance Company, Da Camera, Houston Grand Opera y Dow Chemical. En todos los aspectos, estos socios apoyan el crecimiento y desarrollo académico y socioemocional de nuestros niños y la comunidad escolar.

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Demographics Summary



## Fortalezas demográficas

- Wharton ha mantenido su diversidad étnica y socioeconómica durante los últimos 10 años, a pesar de la gentrificación del área escolar zonal.
- Durante los últimos 3 años, WDLA ha aumentado la inscripción de estudiantes.
- Wharton también ha mantenido el equilibrio de hablantes nativos de inglés y español en las aulas, lo que ha permitido la implementación exitosa del Programa de inmersión bilingüe bidireccional.
- La baja tasa de movilidad de 1.8 % en 2020-2021 continúa reflejando los porcentajes de años anteriores y es más baja que los porcentajes del distrito y del estado.
- En 2018-2019, todos los grupos de estudiantes alcanzaron su objetivo de crecimiento académico en Lectura.

### Problemas de la práctica Identificación de necesidades demográficas

**Problema de la práctica 1 (priorizado):** El porcentaje de estudiantes de Wharton identificados como en riesgo de reprobar es del 73,3 %. Causa raíz: Esto se debe en gran parte al aumento de la población hispana y al alto porcentaje de estudiantes del idioma inglés.

# Aprendizaje del estudiante

## Resumen de aprendizaje del estudiante

### Logro estudiantil

STAAR-1P2Yr	inglés								español							
	20-21				18-19				20-21				18-19			
	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr
ALGI	25	72%	24%	12%	24	100%	100%	75%								
Math									54	80%	39%	20%	61	84%	62%	31%
G3									54	78%	46%	31%	61	77%	46%	18%
Read									43	77%	44%	19%	60	77%	45%	27%
Math									43	77%	42%	12%	60	75%	42%	20%
G4									44	50%	18%	0%	61	82%	43%	16%
Write																
Math	48	73%	50%	33%	61	84%	67%	49%								
G5									48	79%	60%	33%	61	75%	51%	33%
Read									48	62%	31%	17%	60	72%	42%	27%
SCI									30	90%	23%	10%	30	97%	70%	37%
Math																
G6									30	67%	20%	10%	30	83%	57%	17%
Read									25	80%	32%	12%	19	100%	95%	63%
Math									25	96%	72%	32%	19	100%	79%	68%
G7									26	81%	31%	4%	19	100%	89%	37%
Write									19	89%	68%	21%	24	96%	83%	54%
Read									19	84%	37%	11%	24	100%	96%	58%
G8									19	74%	21%	5%	24	88%	42%	17%
SCI																
SST																

### Fortalezas de aprendizaje de los estudiantes

**Lectura:** En tercer grado, los estudiantes aumentaron del 18 % al 31 % el nivel de maestría en lectura de STAAR en español, a pesar del método híbrido de instrucción.

**Matemáticas:** si bien los puntajes de matemáticas de 2021 notaron una disminución en los niveles de matemáticas, 3 niveles de grado obtuvieron un 80% o más en los enfoques, incluidos 3.°, 6.° y 7.°.

## **Problemas prácticos para identificar las necesidades de aprendizaje de los estudiantes**

**Problema de la Práctica 1:** Los datos no son precisos porque no incluyeron todo el rendimiento académico de los estudiantes. Causa Raíz: Número de estudiantes que no dieron la prueba.

**Problema de la práctica 2:** Pruebas estatales en línea Causa principal: No se ofrecieron exámenes en papel.

**Problema de la práctica 3 (priorizado):** Causa raíz del aprendizaje virtual: Pandemia de COVID-19  
Student Learning Strengths

**Problema de la Práctica 1:** Los datos no son precisos porque no incluyeron todo el rendimiento académico de los estudiantes. Causa Raíz: Número de estudiantes que no dieron la prueba.

**Problema de la práctica 2:** Pruebas estatales en línea Causa principal: No se ofrecieron exámenes en papel.

**Problema de la práctica 3 (priorizado):** Causa raíz del aprendizaje virtual: Pandemia de COVID-19

# Programas y procedimiento escolares

## Programas y procedimiento escolares

WDLA sirve a nuestros estudiantes a través de los siguientes programas: Programa de inmersión bilingüe bidireccional y PYP de bachillerato internacional (Pre-K -5).

Nuestros programas de Respuesta a la Intervención incluyen:

- Lectura por Diseño (Dislexia para la escuela intermedia)
- Esperanza (Dislexia en español)
- Neuhaus (Dislexia en inglés)
- Estrellita - Intervención de lectura en la primera infancia en español
- Imagine Reading/Imagine Español / Imagine Math
- Lectura de la A a la Z (español e inglés)
- Renaissance 360 (Universal Screener para matemáticas y lectura en inglés y español)
- Adopciones del distrito (es decir, Go Math, Arriba la Lectura, etc.)

Reclutar, apoyar, retener

- Para reclutar maestros, haremos lo siguiente:

0 Todos los posibles solicitantes son evaluados por el departamento de Recursos Humanos de HISD.

0 Reclutadores de HISD presentan candidatos a los campus

0 Asociaciones con los departamentos de educación de las universidades locales (Universidad de Houston, Universidad del Centro de Houston, Universidad de Saint Thomas) para albergar a los estudiantes de magisterio

- Con el fin de apoyar a los maestros, haremos lo siguiente:

0 ofrecer apoyo continuo a través del desarrollo profesional

0 PLC quincenales

0 crear Plan de Desarrollo Profesional Individual

0 proporcionar recursos para apoyar el aprendizaje en el aula

0 apoyo de mentores

Para retener a los maestros, haremos lo siguiente:

- ofrecer oportunidades de liderazgo, incluida la presentación al personal sobre las estrategias efectivas que utilizan en sus aulas y la capacitación de estudiantes de magisterio o estudiantes universitarios en sus aulas

- proporcionarles retroalimentación positiva regular para monitorear el crecimiento

- planee tener una conversación directa con cada uno de ellos sobre su papel crítico en nuestro campus y el impacto de su enseñanza altamente efectiva en nuestros estudiantes

- reunirse con cada maestro para discutir la importancia y los beneficios de su regreso a Wharton el próximo año

- reconocer y celebrar los logros

- analizar datos para identificar áreas de crecimiento continuo

- identificar y facilitar actividades de desarrollo profesional alineadas con necesidades específicas

## **Puntos fuertes de los procesos y programas escolares**

**Nuestros programas de Respuesta a la Intervención incluyen:**

- **Lectura por Diseño (Dislexia para la escuela intermedia)**
- **Esperanza (Dislexia en español)**
- **Neuhaus (Dislexia en inglés)**
- **Estrellita - Intervención de lectura en la primera infancia en español**
- **Imagina Lectura/Imagina Español/ Imagina Matemáticas**
- **Lectura de la A a la Z (español e inglés)**
- **Rennaisance 360 (Universal Screener para matemáticas y lectura en inglés y español)**
- **Adopciones del distrito (es decir, Go Math, Arriba la Lectura, etc.)**

**Reclutar, apoyar, retener**

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**0 apoyo de mentores**

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**• proporcionarles retroalimentación positiva regular para monitorear el crecimiento**

**• planee tener una conversación directa con cada uno de ellos sobre su papel crítico en nuestro campus y el impacto de su enseñanza altamente efectiva en nuestros estudiantes**

- reunirse con cada maestro para discutir la importancia y los beneficios de su regreso a Wharton el próximo año
- reconocer y celebrar los logros
- analizar datos para identificar áreas de crecimiento continuo
- identificar y facilitar actividades de desarrollo profesional alineadas con necesidades específicas

### Problemas de la práctica Identificación de necesidades de procesos y programas escolares

**Problema de la práctica 1: Crear nuevos sistemas y prácticas para nuestro programa de escuela intermedia Causa raíz: Aumento en la inscripción en la escuela intermedia, hemos duplicado el número de**

Our Response to Intervention programs include:

- Reading by Design (Dyslexia for middle school)
- Esperanza (Dyslexia in Spanish)
- Neuhaus (Dyslexia in English)
- Estrellita - Early childhood reading intervention in Spanish
- Imagine Reading/ImagineEspañol/ Imagine Math
- Reading A to Z (Spanish and English)
- Renaissance 360 (Universal Screener for math and reading in both English and Spanish)
- District Adoptions (i.e. Go Math, Arriba la Lectura, etc.)

### Reclutar, apoyar, retener

- Para reclutar maestros, haremos lo siguiente:
- Todos los posibles solicitantes son evaluados por el departamento de Recursos Humanos de HISD.
- Reclutadores de HISD presentan candidatos a los campus
- Asociaciones con los departamentos de educación de las universidades locales (Universidad de Houston, Universidad del Centro de Houston, Universidad de Saint Thomas) para albergar a los estudiantes de magisterio
- Con el fin de apoyar a los maestros, haremos lo siguiente:
- ofrecer apoyo continuo a través del desarrollo profesional
- PLC quincenales
- crear Plan de Desarrollo Profesional Individual
- proporcionar recursos para apoyar el aprendizaje en el aula
- apoyo de mentores
- 
- Para retener a los maestros, haremos lo siguiente:
- 
- ofrecer oportunidades de liderazgo, incluida la presentación al personal sobre las estrategias efectivas que utilizan en sus aulas y la capacitación de estudiantes de magisterio o estudiantes universitarios en sus aulas
- proporcionarles retroalimentación positiva regular para monitorear el crecimiento
- planeo tener una conversación directa con cada uno de ellos sobre su papel crítico en nuestro campus y el impacto de su enseñanza altamente efectiva en nuestros estudiantes
- reunirse con cada maestro para discutir la importancia y los beneficios de su regreso a Wharton el próximo año

## **Problems of Practice Identifying School Processes & Programs Needs**

**Problema de la práctica 1:** crear nuevos sistemas y prácticas para nuestro programa de escuela intermedia Causa raíz: aumento en la inscripción en la escuela intermedia, hemos duplicado el número maestros en nuestro programa de secundaria. El 90 % de nuestro equipo de secundaria es nuevo en Wharton.

**Problema de la Práctica 2 (Priorizado):** Los docentes no pueden asistir a las capacitaciones. Causa raíz: las ofertas de cursos de desarrollo profesional ocurren durante el tiempo de instrucción para las escuelas K-8.

**Problema de la práctica 3 (priorizado):** requisitos de personal de HB4545 durante una pandemia. Causa Raíz: Escasez de maestros certificados.

**Problema de práctica 4 (priorizado):** Personal limitado para atender las necesidades de los estudiantes. Causa Raíz: Aumento de estudiantes identificados con necesidades SPED.



# Percepciones

## Resumen de percepciones

## Resumen de percepciones

### WDLA continúa estableciendo lo siguiente:

- "acuerdos esenciales" de la facultad establecidos para ser honrados en todas las reuniones durante el año
- procedimientos establecidos para responder a conflictos durante los PLC
- llevó a cabo un estudio de libro
- creó una línea de tiempo para los PLC, incluida la colaboración 1B y la integración de la filosofía y la práctica del lenguaje dual
- Estableció objetivos claros para la planificación y la reflexión en colaboración, como lo demuestran los documentos 1B. Nuestra misión es la siguiente:
- La misión de Wharton Dual Language Academy es capacitar a nuestros estudiantes para que se conviertan en investigadores respetuosos, bilingües y alfabetizados de por vida que celebren la diversidad como ciudadanos responsables del mundo.

### Nuestra visión es la siguiente:

- Ser un colegio modelo donde todos los niños reciban una educación de excelencia

## Percepciones Fortalezas

### WDLA continúa estableciendo lo siguiente:

- "acuerdos esenciales" de la facultad establecidos para ser honrados en todas las reuniones durante el año
- procedimientos establecidos para responder a conflictos durante los PLC
- llevó a cabo un estudio de libro
- creó una línea de tiempo para los PLC, incluida la colaboración 1B y la integración de la filosofía y la práctica del lenguaje dual
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### Nuestra visión es la siguiente:

- Ser un colegio modelo donde todos los niños reciban una educación de excelencia

**Problemas de la práctica Identificación de las necesidades de las percepciones**

**Problema de la práctica I (priorizado): La reconstrucción de equipos de nivel de grado para la estabilidad es un desafío actual Causa raíz: aumento en la contratación de nuevos maestros/personal debido al aumento en la inscripción de estudiantes y COVID-19.**

# Problemas prioritarios de la práctica



**Problema de la práctica 3: El porcentaje de estudiantes de Wharton identificados como en riesgo de reprobación es del 73,3 %.**

**Causa raíz 3: Esto se debe en gran medida al aumento de la población hispana y al alto porcentaje de estudiantes del idioma inglés.**

**Problema de Práctica 3 Áreas: Demografía**

**Problema de la práctica 2: La reconstrucción de equipos de nivel de grado para la estabilidad es un desafío actual**

**Causa raíz 2: aumento en la contratación de nuevos maestros/personal debido al aumento en la inscripción de estudiantes y COVID-19.**

**Problema de Práctica 2 Áreas: Percepciones**

**Problema de la Práctica 4: Los docentes no pueden asistir a las capacitaciones.**

**Causa raíz 4: Las ofertas de cursos de desarrollo profesional ocurren durante el tiempo de instrucción para las escuelas K-8.**

**Problema de Práctica 4 Áreas: Procesos y Programas Escolares**

**Problema de Práctica 1: Aprendizaje Virtual**

**Causa raíz 1: Pandemia de COVID-19**

**Problema de Práctica 1 Áreas: Aprendizaje del Estudiante**

**Problema de la Práctica 5: Requerimientos de personal HB4545 durante una pandemia.**

**Causa raíz 5: Escasez de maestros certificados.**

**Problema de Práctica 5 Áreas: Procesos y Programas Escolares**

**Problema de la Práctica 6: Personal limitado para atender las necesidades de los estudiantes. Causa Raíz 6: Aumento de estudiantes identificados con necesidades SPED.**

**Problema de Práctica 6 Áreas: Procesos y Programas Escolares**

# Documentación de datos de evaluación integral de necesidades

- Los siguientes datos se utilizaron para verificar el análisis integral de evaluación de necesidades:
- Datos de planificación de mejoras
  - Metas del distrito
  - Objetivos del campus
  - Metas de lectura y matemáticas HB3 para PreK-3
  - Metas HB3 CCMR
  - Objetivos de desempeño con revisión sumativa (año anterior)
  - Planes de mejora del campus/distrito (años actuales y anteriores)
  - Factores de Covid-19 y/o exenciones para evaluación, responsabilidad, ESSA, días escolares perdidos, evaluaciones de educadores, etc.
  - Datos de las reuniones de los comités de planificación y toma de decisiones
  - Requisitos de planificación estatal y federal
  - Factores Covid-19 y/o exenciones
- Datos de responsabilidad
  - Datos del Informe de Rendimiento Académico de Texas (TAPR)
  - Dominio de rendimiento estudiantil
    - Dominio 1 - Logro estudiantil
    - Dominio de progreso del estudiante
    - Dominio 2 - Progreso del estudiante
    - Cerrando el Dominio de Brechas
    - Dominio 3 - Cerrar las brechas
  - Datos del Marco de Escuelas Efectivas
  - Designaciones de Distinción de Responsabilidad
  - Datos de la boleta de calificaciones federal
- Datos del estudiante: Evaluaciones
  - Información de evaluación requerida por el estado y el gobierno federal
  - Información de evaluación requerida por el estado y el gobierno federal (p. ej., currículo, elegibilidad, formato, estándares, adaptaciones, información de TEA)
  - (STAAR) resultados actuales y longitudinales, incluidas todas las versiones
  - Resultados actuales y longitudinales de las Evaluaciones de Preparación Académica del Estado de Texas (STAAR), incluidas todas las versiones
  - Resultados actuales y longitudinales de fin de curso de STAAR, incluidas todas las versiones
  - Datos de la medida de progreso de STAAR EL
  - Sistema de evaluación del dominio del idioma inglés de Texas (TELPAS) y resultados alternativos de TELPAS
  - PSAT
  - Tasas de fracaso y/o retención de estudiantes
  - Datos de evaluación de lectura de diagnóstico local
  - Datos de referencia locales o evaluaciones comunes
  - Ejecución de resultados de registros
  - PreK aprobado por Texas - datos de evaluación de segundo grado
  - Datos de evaluación de prekínder y kínder aprobados por Texas
  - Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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 (Rtl) student achievement data

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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Metas de la directiva

**Meta n.º 1 de la Junta:** ELAR El porcentaje de estudiantes de 3er grado que se desempeñan en lectura y escritura a nivel de grado o superior en lectura, según lo medido por Cumple con el estándar de nivel de grado en STAAR, aumentará 8 puntos porcentuales del 42 % en la primavera de 2019 al 50 % en la primavera 2024.





**Meta 1:** ELAR 100 % de los estudiantes en los grados Kindergarten - 3er grado avanzarán 2 niveles de lectura en español e inglés para el final del año. Esto dará como resultado un aumento del 10 % en los estándares de 'nivel de grado cercano' para el examen de lectura STAAR 2022 en los grados 3 a 6.

Prioridades estratégicas: expansión de las oportunidades educativas

Evaluación sumativa: meta cumplida

**Objetivo medible 1:** 100 % de las aulas de nivel PK-3 implementarán grupos pequeños específicos Fuentes de datos de evaluación: Registros continuos (Ontrack), Círculo PK, Observación y recorridos, Planes de lecciones Meta de la Junta HB3

<b>Detalles: estrategia 1</b>	<b>Revisión</b>			
	<b>Formativo</b>			<b>sumativo</b>
	<b>Nov</b>	<b>En</b>	<b>Mar</b>	<b>Jun</b>
<b>Estrategia 1:</b> "Se capacitará a los docentes para utilizar los grupos de lectura guiada, Daily 5, Imagine Learning, Estrellita y Learning A-Z. (En el caso de un entorno virtual: uso de los canales de MSTeams para la instrucción en grupos pequeños) Resultado/Impacto esperado de la estrategia: Incrementar en 2 el nivel de lectura en español de los estudiantes. Personal responsable de la supervisión: maestros de aula, director, especialista en instrucción contextualizada, coordinador de 1B Pasos a seguir: Los maestros asistirán a Desarrollo Profesional sobre lectura guiada y la Academia de Lectura de Texas. Los maestros usarán sus informes de datos para crear y brindar instrucción en grupos pequeños según el área de déficit de los estudiantes. Los grupos de lectura guiada se ajustarán a lo largo del año de acuerdo con la progresión de aprendizaje de los estudiantes. Las reuniones de PLC se llevarán a cabo cada dos semanas para revisar los datos de seguimiento del progreso y la información de IAT.  Elementos de toda la escuela de Título I: 2.6 - Prioridades de TEA: Construir una base de lectura y matemáticas Fuentes de Financiamiento: - 1991010001 - Fondo General - Programa Regular - 6300 - Suministros y Materiales - \$5,000				

<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Estrategia 2:</b> Los maestros implementarán estrategias de talleres de escritura y utilizarán el plan de instrucción "Primeros 25 días de clases" del distrito para establecer rutinas de escritura.</p> <p>Resultado/impacto esperado de la estrategia: Los estudiantes mejorarán sus habilidades de escritura mediante la producción de al menos 4 piezas publicadas que incluyen narrativa personal, persuasiva, poesía y biografía.</p> <p>Personal responsable de la supervisión: maestros de aula, director, especialista en instrucción contextualizada, coordinador de 1B</p> <p>Pasos de acción: programar PD para que los maestros se mantengan actualizados con las prácticas del IB e integrarlas en nuestros objetivos diarios. Planifique con los maestros durante PLC's sobre las 4 piezas de escritura que deben publicarse y los géneros de su elección. Ofrecerá comentarios adicionales y apoyo del equipo de alfabetización.</p> <p>Título I Elementos de toda la escuela: 2.5 - Prioridades de TEA: Reclutar, apoyar, retener maestros y directores</p> <p>Fuentes de financiamiento: Desarrollo profesional y recursos - 2110000000 - Programas básicos del Título 1 - 6200 - Servicios contratados - \$4,000</p>				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Objetivo medible 1 Problemas de la práctica:**





<b>Aprendizaje del estudiante</b>
<p><b>Problema de la práctica 3:</b> Causa raíz del aprendizaje virtual: Pandemia de COVID-19</p>
<b>Percepciones</b>
<p><b>Problema de la práctica 1:</b> La reconstrucción de equipos de nivel de grado para la estabilidad es un desafío actual. Causa raíz: aumento en la contratación de nuevos maestros/personal debido al aumento en la inscripción de estudiantes y COVID-19.</p>

**Objetivo medible 2:** el 100 % de los maestros de PK a 3er nivel recibirán capacitación sobre la administración y el análisis de registros continuos con fidelidad

Fuentes de datos de evaluación: Certificado de finalización de la formación. Ejecución de evaluación de registros (verificada por un Especialista en Instrucción Protegida). Hoja de inicio de sesión del PLC y notas de registro.

Meta del tablero HB3



<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 1:</b> Teachers will attend PD provided by the district. During PLC's teachers will practice analyzing student data results to respond to student academic need through instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to address specific and identified student needs in reading in order to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principal, Sheltered Instruction Specialist, 1B Coordinator</p> <p><b>Action Steps:</b> Schedule Professional Development provided by the district for teachers to attend. During PLC's teachers will be provided with additional resources that model how to complete a running record in-person and in a virtual setting. Also, during the bi-weekly PLC's teachers will have the opportunity to practice on analyzing data from a running record and how to determine the next steps in planning instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Teacher professional development - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - \$2,500</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 3:** 100% of PK-3rd level classroom families will have a variety of communication channels

**Evaluation Data Sources:** Parent survey, classroom culture survey, and teacher observations.

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 1:</b> Teachers will update their websites, parent email distribution list, ClassDojo, TEAMS, The HUB, etc. to keep parents up to date with school news and classroom news (instructional).</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will know and understand how to support their child at home</p>				

academically.

**Staff Responsible for Monitoring:** Teachers, Leadership team

**Action Steps:** Teachers will update all their communication platforms to provide several channels for parent involvement and collaboration. Teachers will share targeted unit objectives games, activities, books, home projects, events, etc, with parents to provide extended learning opportunities at home. Specific literacy events will take place throughout the year in a virtual setting.

**Title I Schoolwide Elements:** 2.4, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue

**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, 3rd - 8th grade will increase the percentage of students scoring Meets (grade level standards) and Masters (grade level standards) by 5% on the 2022 STAAR Math exam.

**Strategic Priorities:** Transferring Academic Outreach

**Measurable Objective 1:** 100 % 2nd-3rd grade teachers will implement HB3 Math Academy strategies in the classroom.

**Evaluation Data Sources:** Interventions, Lesson Plans, Observations

**HB3 Board Goal**

Detalles: estrategia 1	Reviews			
<b>Strategy 1:</b> Teachers will attend HB3 Math Academy sessions throughout the 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> The percentage of students achieving meets and master s in 3rd grade will increase on the 2022 STAAR Math exam. <b>Staff Responsible for Monitoring:</b> HISD HB3 elementary curriculum department, Leadership Team <b>Action Steps:</b> Provide coverage for teachers professional development as needed .	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2:</b> The campus will implement HB4545 accelerated learning program for the 2021 to 2022 school year. <b>Strategy's Expected Result/Impact:</b> Students will reach grade-level expectations in math. <b>Staff Responsible for Monitoring:</b> Leadership <b>Action Steps:</b> Campus will follow the HB4545 requirements .  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 3	Reviews			
<b>Strategy 3:</b> Hire a highly qualified retired master teacher to serve as campus instructional interventionist. <b>Strategy's Expected Result/Impact:</b> Tier II and Tier III will show growth and achievement. <b>Staff Responsible for Monitoring:</b> Homeroom teacher, Leadership team, Interventionist <b>Action Steps:</b> Post, interview, and hire interventionist. Create interventionist schedule.  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue /Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>				

**Measurable Objective 1 Problems of Practice:**


<b>School Processes &amp; Programs</b>
<b>Problem of Practice 2:</b> Teachers are unable to attend trainings. <b>Root Cause:</b> Professional development course offerings occur during instructional time for K-8 schools.
<b>Problem of Practice 3:</b> HB4545 staff requirements during a pandemic. <b>Root Cause:</b> Shortage of certified teachers.


**Measurable Objective 2:** 100% of Pk-3rd teachers will engage in content specific (mathematics) professional development


**Evaluation Data Sources:** Walkth rough/virtual observations, math workstations, small groups, HISD district assessments


**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Teachers will attend district provided trainings specific to mathematics that include data review, workstation building, development of best practices and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement best practices to best support their students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principal, Sheltered Instruction Specialist, 1B Coordinator</p> <p><b>Action Steps:</b> Schedule PD for teachers to attend on implementing small group instruction. Teachers will group students based on current levels of ability based on informal assessments, Imagine Math, Snapshots, Renaissance, and Exit tickets data. Students will have an individual "Student Data Tracker" that will be taken home monthly and brought back to school to help parents monitor their child's progress. Teachers will also have one-on-one goal setting conferences with students and post it anonymously where visible to remind them of their goals.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Measurable Objective 3:** Renaissance testing at or above grade level (1-3)

**Evaluation Data Sources:** Effective lesson planning (checked by Sheltered Instruction Specialist) math workstations and small groups, Teacher created tests/evaluations

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Teachers will implement interventions and small groups according to the universal screener data and adjust groups as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive interventions to best support their academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principal, Sheltered Instruction Specialist, 1B Coordinator</p> <p><b>Action Steps:</b> Teachers will monitor students progress with a live data tracking to support in small groups and interventions. During PLC's teachers will discuss and analyze Renaissance assessment data to plan for the upcoming lessons. Schedule PD for teachers to develop instructional strategies that focus on mathematics best practices.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<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;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**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:** For school year 2021-2022, the percentage of student failures/retained will decrease by 25% as calculated on their final report card.


**Strategic Priorities:** Expanding Educational Opportunities


**Measurable Objective 1:** 100% of WDLA middle school students will complete CCR activities on Naviance.


**Evaluation Data Sources:** Naviance Data Report


**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Students will create a Naviance account and learn how to use the application's tools to align their current learning and future academic goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of their long-term academic goals by reflecting on their 1B learning while implementing the Naviance tool for college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Action Steps:</b> Students will create a Naviance account in 6th grade and continue to utilize the resource through senior year of high school.</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Measurable Objective 1 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>

**Measurable Objective 2:** Teachers will attend PD provided by the district. During PLC's teachers will practice analyzing student data results to respond to student academic need through instruction.

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will attend PD provided by the district. During PLC's teachers will practice analyzing student data results to respond to student academic need through instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to address specific and identified student needs in reading in order to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principal, Sheltered Instruction Specialist, 1B Coordinator</p> <p><b>Action Steps:</b> Schedule Professional Development provided by the district for teachers to attend. During PLC's teachers will be provided with additional resources that model how to complete a running record in-person and in a virtual setting. Also, during the bi-weekly PLC's teachers will have the opportunity to practice on analyzing data from a running record and how to determine the next steps in planning instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Teacher professional development - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - \$2,500</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 2 Problems of Practice:**

Student Learning
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 3:** Teachers will consistently incorporate small group instruction during ELD time.

**Evaluation Data Sources:** Lesson Plans, Observations, Walkthroughs

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will incorporate Sheltered Instructional strategies and small group instruction during ELD time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach 'AH' level on TELPAS by 5th grade in English.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, ST coach</p> <p><b>Action Steps:</b> Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3 Problems of Practice:**



## Demographics

**Problema de la práctica 1: El porcentaje de estudiantes de Wharton identificados como en riesgo de reprobación es del 73,3 %. Causa raíz: Esto se debe en gran parte al aumento de la población hispana y al alto porcentaje de estudiantes del idioma inglés.**

**Meta 4 de la Junta: CERRAR LAS BRECHAS** El porcentaje de estudiantes que reciben servicios de educación especial leyendo a nivel de grado o superior, según lo medido por Cumple con el estándar de nivel de grado en las evaluaciones STAAR 3-8 Lectura y STAAR EOC Inglés I y II aumentará 8 puntos porcentuales de 21% en la primavera de 2019 a 29% en la primavera de 2024.

**Objetivo 1: CERRANDO LAS BRECHAS:** Los estudiantes de educación especial en los grados 3-8 leerán al nivel del grado o por encima de él, según lo medido por la evaluación de lectura STAAR 3-8 de 2022.





**Prioridades estratégicas:** ampliar las oportunidades educativas, transformar el alcance académico

**Objetivo medible 1:** Los maestros implementarán consistentemente el 100 % de las metas del IEP del estudiante.

**Fuentes de datos de evaluación:** planes de lecciones, IEP, observaciones

**Meta del tablero HB3**

Detalles: estrategia 1	Reviews			
<b>Estrategia 1:</b> El presidente y la administración de Educación Especial supervisarán activamente la implementación de las metas del IEP del estudiante. <b>Resultado/Impacto esperado de la estrategia:</b> El nivel de lectura de los estudiantes aumentará. <b>Personal Responsable del Monitoreo:</b> Presidente de Educación Especial, Equipo de Administración <b>Pasos de acción:</b> Distribuya las carpetas del IEP.  <b>Elementos de toda la escuela de Título I: 2.6 - Prioridades de TEA:</b> Reclutar, apoyar, retener a maestros y directores, Construir una base de lectura y matemáticas	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Measurable Objective 1 Problems of Practice:**

School Processes & Programs
<b>Problem of Practice 4:</b> Limited staff to serve student needs. <b>Root Cause:</b> Increase in students identified with SPED needs.

**Measurable Objective 2:** Teachers, Leadership, and SIR will actively monitor attendance of students receiving SpEd services.

**Evaluation Data Sources:** Attendance Reports, Teacher Observations,

**HB3 Board Goal**

Detalles: estrategia 1	Reviews			
<b>Estrategia 1: Revisar los informes de asistencia diarios y contactar a los padres de los estudiantes con ausencias excesivas.</b> <b>Resultado/Impacto esperado de la estrategia: Mejora del rendimiento académico.</b> <b>Personal Responsable del Monitoreo: SIR, Administrador y Docentes</b> <b>Pasos de acción: Cree un cronograma para el seguimiento de la asistencia y el seguimiento con maestros y padres.</b> <b>Remita a las familias que necesitan transporte a un especialista integral.</b>  <b>Elementos de toda la escuela del Título I: 2.5</b>	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2: Review daily attendance reports and contact parents of students with excessive absences.</b> <b>Strategy's Expected Result/Impact: Improved academic performance.</b> <b>Staff Responsible for Monitoring: SIR, Admin, and Teachers</b> <b>Action Steps: Create schedule for tracking attendance and follow-up with teachers and parents. Refer families in need of transportation to wrap-around specialist.</b>  <b>Title I Schoolwide Elements: 2.5</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2 Problems of Practice:**

Student Learning
<b>Problem of Practice 3: Virtual Learning Root Cause: COVID-19 Pandemic</b>

**Measurable Objective 3: Teachers will incorporate small group instruction.**

**Evaluation Data Sources:** Lesson plans, observations, and walkthroughs

**HB3 Board Goal**


Detalles: estrategia 3	Reviews			
<b>Strategy 1: Teachers will incorporate Sheltered Instructional strategies and small group instruction.</b> <b>Strategy's Expected Result/Impact: Students will reach 'AH' level on TELPAS by 5th grade in English.</b> <b>Staff Responsible for Monitoring: Teachers, Admin, SI coach</b>	Formative			Summative
	Nov	Jan	Mar	June

**Action Steps:** Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.

**Title I Schoolwide Elements:** 2.4, 2.6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 3 Problems of Practice:**

**Demografica**

**Problema de la práctica 1:** El porcentaje de estudiantes de Wharton identificados como en riesgo de reprobar es del 73,3 %. Causa raíz: Esto se debe en gran parte al aumento de la población hispana y al alto porcentaje de estudiantes del idioma inglés.

**Board Goal 5: N/A - Additional Campus Goals**

**Goal 1: ATTENDANCE:** Wharton's attendance goal is to maintain an overall yearly student attendance at 98% or above.

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

**Measurable Objective 1:** Grading cycle attendance rate of 98%


**Evaluation Data Sources:** Weekly, monthly and quarterly attendance reports.

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Review daily attendance reports and contact parents of students with excessive absences.  <b>Strategy's Expected Result/Impact:</b> Improved academic performance.  <b>Staff Responsible for Monitoring:</b> SIR, Admin, and Teachers  <b>Action Steps:</b> Create schedule for tracking attendance and follow-up with teachers and parents. Refer families in need of transportation to wrap-around specialist.  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Identify students with delinquent immunization records and notify parents of missing immunizations.  <b>Strategy's Expected Result/Impact:</b> 100% immunization rate.  <b>Staff Responsible for Monitoring:</b> Nurse  <b>Action Steps:</b> Run reports and evaluate data.  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 3</b>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Refer families in need of support services including transportation, food, housing, and/or mental health to campus wrap-around specialist.  <b>Strategy's Expected Result/Impact:</b> Students will receive assistance (uni forms, counseling, food, transportation) that will result in improved attendance and increase in academic performance  <b>Staff Responsible for Monitoring:</b> Wraparound Specialist, Leadership Team, and SIR clerk  <b>Action Steps:</b> Complete a Student Assistance Form and provide services accordingly.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue /Modify

 Discontinue





**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 2:** "Decrease the number of absences the day prior/ after to a holiday. "

**Evaluation Data Sources:** Weekly , monthly and quarterly attendance reports.

**HB3 Board Goal**

Detalles: estrategia 1	Reviews			
<p><b>Strategy 1:</b> Schedule fun activities for those days such as school spirit days, pajama day, virtual bingo, etc.  <b>Strategy's Expected Result/Impact:</b> Students will attend school on days that typically have low attendance rates.  <b>Staff Responsible for Monitoring:</b> 1B Coordinator, Sheltered Instruction Specialist, Principal  <b>Action Steps:</b> Create a sense of community and belonging for students by scheduling fun activities for days before and after a holiday such as school spirit days, pajama day, virtual bingo, etc.</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 3:** Maintain 98% attendance during TOL.

**Evaluation Data Sources:** Weekly, monthly and quarterly attendance reports along with TOL reports

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Review daily attendance reports and contact parents of students with excessive absences. <b>Strategy's Expected Result/Impact:</b> Improved academic performance. <b>Staff Responsible for Monitoring:</b> SIR, Admin, and Teachers <b>Action Steps:</b> Create schedule for tracking attendance and follow-up with teachers and parents. Refer families in need of transportation to wrap-around specialist.  <b>Title I Schoolwide Elements:</b> 2.5	<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>				

**Measurable Objective 3 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic



**Board Goal 5: N/A** - Additional Campus Goals





**Goal 2: VIOLENCE PREVENTION**

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

**Measurable Objective 1:** 100% of Wharton students will participate in 3 antibullying lessons during the school year.

**Evaluation Data Sources:** No Place For Hate Participation Award

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Teachers will plan and implement lessons from Sanford Harmony, Welcoming Schools, and Crimestoppers.  <b>Strategy's Expected Result/Impact:</b> WDLA will be free of bullying.  <b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, Shelter Instruction Specialist, 1B Coordinator  <b>Action Steps:</b> Wrap-around specialist and student support manger will select school-wide activities to implement throughout the school year.   <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Wrap-around specialist and student support manger will select school-wide activities to implement throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Students will learn how to empathize with others, seek help when needed, and responsible decision making.  <b>Staff Responsible for Monitoring:</b> Wraparound Specialist, CIS, Leadership Teams, classroom teachers  <b>Action Steps:</b> Staff will attend professional development.   <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				





**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 2:** One Welcoming Schools lesson will be included in each 1B planner for each grade level.



**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Teachers will plan and implement lessons from Sanford Harmony, Welcoming Schools, and Crimestoppers. <b>Strategy's Expected Result/Impact:</b> WDLA will be free of bullying. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal, Shelter Instruction Specialist, 1B Coordinator <b>Action Steps:</b> Wrap-around specialist and student support manger will select school-wide activities to implement throughout the school year.  <b>Title I Schoolwide Elements:</b> 2.6	<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>				





**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 3:** Students and staff members will be trained and use the "Say Something: Anonymous Reporting System" (Sandy Hook Promise Initiative) to help someone at risk of hurting themselves.

**Evaluation Data Sources:** Reports from Application

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Students and staff members will be trained and use the "Say Something: Anonymous Reporting System" (Sandy Hook Promise Initiative) to help someone at risk of hurting themselves. <b>Strategy's Expected Result/Impact:</b> Students will learn how to empathize with others, seek help when needed, and responsible decision making. <b>Staff Responsible for Monitoring:</b> Nurse, middle school teachers, Leadership Team, Wraparound Specialist and Community in Schools Student Support Manager <b>Action Steps:</b> Professional development for staff and downloading the app (tool) for students and staff.  <b>Title I Schoolwide Elements:</b> 2.6	<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>				

**Measurable Objective 3 Problems of Practice:**

**Student Learning**

**Problem of Practice 3:** Virtual Learning **Root Cause:** COVID-19 Pandemic

**Perceptions**

**Problem of Practice 1:** Rebuilding grade level teams for stability is a current challenge **Root Cause:** Increase in new teacher/ staff hires due to increase in student enrollment and COVID-19.

**Board Goal 5: N/A** - Additional Campus Goals





**Goal 3: SPECIAL EDUCATION**

**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** Teachers will consistently implement 100% of student IEP goals.

**Evaluation Data Sources:** Lesson Plans, IEPs, Observations

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Special Ed chair and administration will actively monitor implementation of student IEP goals. <b>Strategy's Expected Result/Impact:</b> Student reading level will increase. <b>Staff Responsible for Monitoring:</b> Special Education Chair, Administration Team <b>Action Steps:</b> Distribute IEP folders.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<b>Strategy 2:</b> Review daily attendance reports and contact parents of students with excessive absences. <b>Strategy's Expected Result/Impact:</b> Improved academic performance. <b>Staff Responsible for Monitoring:</b> SIR, Admin , and Teachers <b>Action Steps:</b> Create schedule for tracking attendance and follow-up with teachers and parents. Refer families in need of transportation to wrap-around specialist.  <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic
<b>School Processes &amp; Programs</b>
<b>Problem of Practice 4:</b> Limited staff to serve student needs. <b>Root Cause:</b> Increase in students identified with SPED needs.

**Measurable Objective 2:** Teachers will incorporate small group instruction during instructional time.

**Evaluation Data Sources:** Lesson plans, teacher observations, walkthroughs

**HB3 Board Goal**

<p align="center"><b>Detalles: estrategia 1</b></p>	<p align="center"><b>Reviews</b></p>			
<p><b>Strategy 1:</b> Teachers will incorporate Sheltered Instructional strategies and small group instruction during instructional time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach 'AH' level on TELPAS by 5th grade in English.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, SI coach</p> <p><b>Action Steps:</b> Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p align="center"><b>Formative</b></p>			<p align="center"><b>Summative</b></p>
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Jan</b></p>	<p align="center"><b>Mar</b></p>	<p align="center"><b>June</b></p>
<p align="center">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Measurable Objective 2 Problems of Practice:**

<p align="center"><b>Demographics</b></p>
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>

**Measurable Objective 3:** Teachers, Leadership, and SIR will actively monitor attendance of students receiving SpEd services.

**Evaluation Data Sources:** Attendance Reports, Teacher Observations,

**HB3 Board Goal**

<p align="center"><b>Detalles: estrategia 1</b></p>	<p align="center"><b>Reviews</b></p>			
<p><b>Strategy 1:</b> Review daily attendance reports and contact parents of students with excessive absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> SIR, Admin, and Teachers</p> <p><b>Action Steps:</b> Create schedule for tracking attendance and follow-up with teachers and parents. Refer families in need of transportation to wrap-around specialist.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<p align="center"><b>Formative</b></p>			<p align="center"><b>Summative</b></p>
	<p align="center"><b>Nov</b></p>	<p align="center"><b>Jan</b></p>	<p align="center"><b>Mar</b></p>	<p align="center"><b>June</b></p>
<p align="center">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 3 Problems of Practice:**



**Student Learning**

**Problem of Practice 3:** Virtual Learning **Root Cause:** COVID-19 Pandemic

**Board Goal 5:** *N/A* - Additional Campus Goals

**Goal 4:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** All 6th - 8th grade ELL students who have been at Wharton DLA for the past four years, will meet the exit criteria for TELPAS and STAAR Reading.


**Evaluation Data Sources:** Running records, REN360, teacher observation, 1B portfolios, and student writing samples.

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Teachers will incorporate Sheltered Instructional strategies and small group instruction during ELD time.  <b>Strategy's Expected Result/Impact:</b> Students will reach 'AH' level on TELPAS by 5th grade in English.  <b>Staff Responsible for Monitoring:</b> Teachers, Admin, SI coach  <b>Action Steps:</b> Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Hire a highly qualified retired master teacher to serve as campus instructional interventionist.  <b>Strategy's Expected Result/Impact:</b> Tier II and Tier III will show growth and achievement.  <b>Staff Responsible for Monitoring:</b> Homeroom teacher , Leadership team, Interventionist  <b>Action Steps:</b> Post, interview, and hire interventionist. Create interventionist schedule.  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 3</b>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Teachers will plan and implement 1B transdisciplinary units of inquiry in their daily instruction.  <b>Strategy's Expected Result/Impact:</b> Students will increase their language and critical thinking skills.  <b>Staff Responsible for Monitoring:</b> IB coordinator, SI coach, Leadership team  <b>Action Steps:</b> Teachers will 1B PD trainings and planning sessions with grade level teams and 1B coordinator.  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>

**Measurable Objective 2:** 95% of PK- 5th ELL students will increase or maintain reading & writing proficiency level on the Reading & Writing TELPAS.

**Evaluation Data Sources:** 2021 TELPAS Exam

**HB3 Board Goal**

Detalles: estrategia 1	Reviews			
<p><b>Strategy 1:</b> Teachers will incorporate Sheltered Instructional strategies and small group instruction during ELD time .  <b>Strategy's Expected Result/Impact:</b> Students will reach 'AH' level on TELPAS by 5th grade in English.  <b>Staff Responsible for Monitoring:</b> Teachers, Admin, SI coach  <b>Action Steps:</b> Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.   <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<p><b>Strategy 2:</b> Teachers will plan and implement 1B transdisciplinary units of inquiry in their daily instruction.  <b>Strategy's Expected Result/Impact:</b> Students will increase their language and critical thinking skills.  <b>Staff Responsible for Monitoring:</b> 1B coordinator , SI coach, Leadership team  <b>Action Steps:</b> Teachers will 1B PD trainings and planning sessions with grade level teams and 1B coordinator.   <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 2 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>

**Measurable Objective 3:** 80% of ELL students will increase by one level in Speaking and Listening TELPAS.

**Evaluation Data Sources:** 2021 TELPAS Exam

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Teachers will incorporate Sheltered Instructional strategies and small group instruction during ELD time.  <b>Strategy's Expected Result/Impact:</b> Students will reach 'AH' level on TELPAS by 5th grade in English .  <b>Staff Responsible for Monitoring:</b> Teachers, Admin, SI coach  <b>Action Steps:</b> Ensure benchmarks are given in English. Admin will review lesson plans and conduct observations and walkthroughs during ELD time.   <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Hire a highly qualified retired master teacher to serve as campus instructional interventionist.  <b>Strategy's Expected Result/Impact:</b> Tier II and Tier III will show growth and achievement.  <b>Staff Responsible for Monitoring:</b> Homeroom teacher, Leadership team, Interventionist  <b>Action Steps:</b> Post, interview, and hire interventionist. Create interventionist schedule.   <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Funding Sources:</b> Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$50,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue /Modify                 Discontinue         </p>				

**Measurable Objective 3 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>

**Board Goal 5: N/A** - Additional Campus Goals

**Goal 5: PARENT and COMMUNITY ENGAGEMENT:** 100% of our parents will participate in two or more community events throughout the school year

**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** Increase the attendance rate of our parents who speak languages other than English.

**Evaluation Data Sources:** MS Teams attendance rosters and MS Fonnns.

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Wrap-around specialist and student support manger will select school-wide activities to implement throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to empathize with others, seek help when needed, and responsible decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Wraparound Specialist, CIS, Leadership Teams, classroom teachers</p> <p><b>Action Steps:</b> Staff will attend professional development.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Wharton will host a monthly bilingual parent meeting for which will include "Title 1 Parent and Family Engagement" to educate families about important topics such as PowerSchool, reading and math strategies, and tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and support in their child's education thus it will increase student academic performance and overall well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Coordinator, Wrap-around Specialist, Leadership team</p> <p><b>Action Steps:</b> Schedule and plan monthly parent meetings.</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 3</b>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Use of translator at each meeting. Use of Facebook Live for PTO and Coffee with the Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent attendance in meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Title 1 Coordinator, wrap-around specialist, student</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p>support manager and PTO board.</p> <p><b>Action Steps:</b> We will coordinate with faculty and staff and PTO to record every meeting with the principal on MS Teams and upload it to Wharton homepage. Have at least one translator in every meeting to facilitate in Spanish.</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> The percent of students at Wharton identified as at-risk of failure is 73.3%. <b>Root Cause:</b> This is largely due to the increase in the Hispanic population and high percentage of English Language Learners.</p>
Student Learning
<p><b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic</p>

**Measurable Objective 2:** Varied opportunities for involvement based on availability and interest and PTO presence at all school events.

**Evaluation Data Sources:** Sign-In sheets, Meeting Logs

**HB3 Board Goal**

Detalles: estrategia 1	Reviews			
<p><b>Strategy 1:</b> Wrap-around specialist and student support manager will select school-wide activities to implement throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to empathize with others, seek help when needed, and responsible decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Wraparound Specialist, CIS, Leadership Teams, classroom teachers</p> <p><b>Action Steps:</b> Staff will attend professional development.</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 3:** To connect to parents, Wharton Staff will implement Membership Toolkit, increase its presence on social media including school

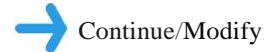
webiste, Facebook and Twitter.

**Evaluation Data Sources:** Weekly emails and postings on social media

**HB3 Board Goal**

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<p><b>Strategy 1:</b> Designate staff member to post on social media. Communicate weekly with PTO representative for school updates to send out through membership toolkit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Title I Coordinator, wrap-around specialist, student support manager and PTO board.</p> <p><b>Action Steps:</b> Designate staff member to post on social media. Communicate with PTO representative.</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>






**Measurable Objective 3 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic



**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

**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: Dana Bethancourt

Estimated number of students to be screened: 182

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.

Detalles: estrategia 1	Reviews			
<b>Strategy 1:</b> Identify students with delinquent immunization records and notify parents of missing immunizations. <b>Strategy's Expected Result/Impact:</b> 100% immunization rate. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Run reports and evaluate data.  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2:</b> Create and implement schedule. <b>Strategy's Expected Result/Impact:</b> 100% compliance <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	June

**Action Steps:** Refer to Wrap-around specialist and CIS support manager to connect families to community resources.

**Title I Schoolwide Elements:** 2.6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Measurable Objective 1 Problems of Practice:**

**Student Learning**

**Problem of Practice 3:** Virtual Learning **Root Cause:** COVID-19 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: Dana Bethancourt

Estimated number of students to be screened: 403

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.

Detalles: estrategia 1	Reviews			
<b>Strategy 1:</b> Create a schedule to screen all students by December 10. <b>Strategy's Expected Result/Impact:</b> 100% compliance. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule. Refer to "See to Succeed" if additional resources are needed.	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2:</b> Train office staff to serve as back-up when the nurse is unavailable. <b>Strategy's Expected Result/Impact:</b> Students will received their medication. <b>Staff Responsible for Monitoring:</b> Nurse, Office Staff, Administration <b>Action Steps:</b> Train office staff  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

<b>Detalles: estrategia 1</b> <b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic





**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: Dana Bethancourt  
 Estimated number of students to be screened: 403  
 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.

<b>Detalles: estrategia 1</b> <b>Strategy 1:</b> Create a schedule to screen all students by December 10. <b>Strategy's Expected Result/Impact:</b> 100% compliance. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<b>Detalles: estrategia 2</b> <b>Strategy 2:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	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>				

**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: Dana Bethancourt  
 Estimated number of students to be screened: 319  
 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.

Detalles: estrategia 1	Reviews			
<b>Strategy 1:</b> Create and implement schedule to screen students by December 10, 2021. <b>Strategy's Expected Result/Impact:</b> 100% compliance. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and Implement schedule.	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2:</b> Train office staff to serve as back-up when the nurse is unavailable. <b>Strategy's Expected Result/Impact:</b> Students will received their medication . <b>Staff Responsible for Monitoring:</b> Nurse, Office Staff, Administration <b>Action Steps:</b> Train office staff  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Detalles: estrategia 3	Reviews			
<b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 4 Problems of Practice:**

Student Learning
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic





**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: Dana Bethancourt, Nurse

Estimated number of students to be screened: 70

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.

Detalles: estrategia 1	Reviews			
<b>Strategy 1:</b> Create and implement schedule. <b>Strategy's Expected Result/Impact:</b> 100% compliance <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Detalles: estrategia 2	Reviews			
<b>Strategy 2:</b> Train office staff to serve as back-up when the nurse is unavailable. <b>Strategy's Expected Result/Impact:</b> Students will received their medication. <b>Staff Responsible for Monitoring:</b> Nurse, Office Staff, Administration <b>Action Steps:</b> Train office staff  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

<b>Detalles: estrategia 3</b>	<b>Reviews</b>			
<b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	<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>				

**Measurable Objective 5 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic





**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.

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Train office staff to serve as back-up when the nurse is unavailable. <b>Strategy's Expected Result/Impact:</b> Students will received their medication. <b>Staff Responsible for Monitoring:</b> Nurse, Office Staff, Administration <b>Action Steps:</b> Train office staff  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<b>Strategy 2:</b> Create and implement schedule. <b>Strategy's Expected Result/Impact:</b> 100% compliance <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Detalles: estrategia 3</b> <b>Strategy 3:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Measurable Objective 6 Problems of Practice:**

Student Learning
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic





**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Dana Bethancourt, Edward Vann, Shanie Cardinal  
 Number of AEDs on campus: 7

<b>Detalles: estrategia 1</b> <b>Strategy 1:</b> Complete documentation for AED monthly maintenance check report. <b>Strategy's Expected Result/Impact:</b> AED will be in good order. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Schedule checks.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Detalles: estrategia 2</b> <b>Strategy 2:</b> Train office staff to serve as back-up when the nurse is unavailable. <b>Strategy's Expected Result/Impact:</b> Students will received their medication . <b>Staff Responsible for Monitoring:</b> Nurse, Office Staff, Administration <b>Action Steps:</b> Train office staff  <b>Title I Schoolwide Elements:</b> 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<b>Detalles:</b> <b>estrategia 3</b>	<b>Reviews</b>			
<b>Strategy 3:</b> Schedule HISD Risk Management training for staff on AED location and usage. <b>Strategy's Expected Result/Impact:</b> Increased student safety and staff knowledge and awareness. <b>Staff Responsible for Monitoring:</b> Nurse, P.E. coaches, Safety committee <b>Action Steps:</b> Call risk management to schedule and hold training.  <b>Title I Schoolwide Elements:</b> 2.6	<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>				

**Measurable Objective 7 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic



**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

**Measurable Objective 1:** 100% of Wharton students participating in school wide health and fitness screenings.

**Evaluation Data Sources:** Fitness Gram and Screening Results

<b>Detalles: estrategia 1</b>	<b>Reviews</b>			
<b>Strategy 1:</b> Create and implement schedule. <b>Strategy's Expected Result/Impact:</b> 100% compliance <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Detalles: estrategia 2</b>	<b>Reviews</b>			
<b>Strategy 2:</b> Nurse will use PowerSchool's rosters and health reports. Nurse will make note of students with health needs. <b>Strategy's Expected Result/Impact:</b> Increase in student screening. <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Refer to Wrap-around specialist and CIS support manager to connect families to community resources.  <b>Title I Schoolwide Elements:</b> 2.6	<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>				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 2:** All students will be screened for vision, hearing, diabetes, Acanthosis nigricans and scoliosis according to the appropriate grade levels determined by HISD Health Department.

**Evaluation Data Sources:** Student School medical records

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 1:</b> All students will be screened for vision, hearing, diabetes, Acanthosis nigricans and scoliosis according to the appropriate grade levels detennined by HISD Health Department. <b>Strategy's Expected Result/Impact:</b> Students identified with risks will be referred to appropriate community health resources. <b>Staff Responsible for Monitoring:</b> Nurse and P.E. teachers . <b>Action Steps:</b> All students are evaluated through Fitness Gram.  <b>Title I Schoolwide Elements:</b> 2.6				
<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>				

**Measurable Objective 2 Problems of Practice:**

<b>Student Learning</b>
<b>Problem of Practice 3:</b> Virtual Learning <b>Root Cause:</b> COVID-19 Pandemic

**Measurable Objective 3:** All students will participate in the FitnessGram.

**Evaluation Data Sources:** EOY Fitness Gram

**HB3 Board Goal**

<b>Detalles:</b> <b>estrategia 1</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 1:</b> Create and implement schedule. <b>Strategy's Expected Result/Impact:</b> 100% compliance <b>Staff Responsible for Monitoring:</b> Nurse <b>Action Steps:</b> Create and implement schedule.  <b>Title I Schoolwide Elements:</b> 2.6				
<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>				

**Measurable Objective 3 Problems of Practice:**

<b>Student Learning</b>
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# Compensatorio Estatal

## Budget for 256 Wharton K-8

**Total SCE Funds:** \$115,564.44

**Total FTEs Funded by SCE:** 2

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

Wharton Dual Language Academy (WDLA) utilizes State Compensatory Education (SCE) funds on reading materials, general supplies, and substitute teachers. The SCE expenditures support our dual language program and targeted interventions for identified at risk students.

## Personnel for 256 Wharton K-8

Name	<u>Position</u>	FTE
Fernandez Ramirez, Camilo Alej	Tchr, Bilingual	
Reyes, Yamilet	Tchr, Bilingual	

# Elementos de toda la escuela del Título I

## 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 Campus Leadership Team.

The conclusion of Wharton's needs assessment revealed a need for improvement, primarily in the area of literacy, in reading and writing (3rd-7th grade), along with Math. There is a need for improvement in differentiation to meet the needs of all students across grade levels. We will continue to provide professional development and support for teachers in these grade levels as well as the objectives listed in our SIP.

## 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.

### 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 were implemented on a regular basis.

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

The SIP is available to parents in the following locations:

- Wharton Website
- Office

The SIP was made available to parents by:

- WDLA newsletter
- SDMC meeting

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:

For the 2020-2021 school year Title I funds will be utilized to support supplemental targeted small group instruction for students struggling in reading and/or math during after school tutorials. Additionally, hourly support personnel will work with early childhood students to develop strong foundational skills and language. Supplemental materials including books, particularly in Spanish, will be purchased to continue to develop our leveled classroom libraries as well as our campus leveled library.

#### **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. On-going job embedded professional development.
2. Vertical and horizontal collaboration and articulation of instructional practices.
3. Teachers will utilize various assessment data points to differentiate instruction (in math, science, social studies and reading.) Teachers will establish flexible small groups for data-driven instruction and include meaningful assessment practices that move all students forward meeting their student-centred goals.
4. Teachers and students will use an inquiry-based transdisciplinary approach too teaching and learning following the Standards and Practices of the IB PYP program.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies



provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas.
- Proficient Tier 1 explicit instruction taking place in all content areas.
- Sheltered-Instruction for second language learners
- Small Group Instruction based on student data needs.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

- Parent - Paulo Nino (PTO president)
- Parent - Laura Gonzalez (Treasurer)
- SDMC Members

The PFE was distributed through Parent weekly newsletter, campus website and parent meetings.

The languages in which the PFE was distributed include

- English and Spanish

Four strategies to increase Parent and Family Engagement include:

1. Communication to **PK-** 8 parents using Class Dojo.
2. Varied opportunities for involvement based on availability and interest and PTO presence at all school events.
3. To connect to parents, Wharton Staff will implement Membership Toolkit, increase its presence on social media including school website, Facebook and Twitter.
4. We will use a multi-tiered approach to communicate with our families in Spanish and English, including face-to-face meetings (when allowable), such as monthly parent meetings with the principal, Positive School Culture Committee and IB Task Force, weekly newsletter, and individual outreach. We will use Microsoft Teams for virtual meetings when face-to-face meetings are not available.

#### **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 - Wednesday, September 22, 2021 (PM)
- Meeting #1 Alternate - Thursday, September 23, 2021 (AM)
- Meeting #2 - Wednesday, November 17, 2021 (PM)
- Meeting #2 Alternate - Thursday, November 18, 2021 (AM)
- Meeting #3 - Wednesday, January 12, 2022 (PM)
- Meeting #3 Alternate - Thursday, January 13, 2022 (AM)
  
- Meeting #4 - Wednesday, March 23, 2022 (PM)
- Meeting #4 Alternate - Thursday, March 24, 2022 (AM)

# Comité de toma de decisiones basado en el sitio

Committee Role	Name	Position
Administrator	Syreeta Lazarus	Magnet/LPAC/IAT Coordinator
Administrator	Jennifer Day	Principal
Administrator	Ruben Gomez	504/Title 1 Coordinator
Administrator	Ana Silva	IB/GT Coordinator
Classroom Teacher	Irma Vazquez	Classroom Teacher
Community Representative	Allison Esenkova	Community Representative
Parent	Laura Gonzalez	Parent
Parent	Paula Nino	Parent
Classroom Teacher	Claudia Perez	Classroom Teacher
Non-classroom Professional	Lisa Santos	SPED Department Chair
<b>SIR</b>	Elizabeth Cortez	SIR
Safety Chair	Dana Bethancourt	Nurse

# Comité de Toma de Decisiones Compartidas del Campus

Lugar administrativo	Nombre	Posición
Administrator	Syreeta Lazarus	Magnet/IAT/LPAC coordinator
Administrator	Jennifer Day	Principal
Administrator	Ana Silva	IB/GT coordinator
Administrator	Ruben Gomez	504/Title 1 coordinator
Classroom Teacher	Irma Vazquez	Classroom Teacher
Community Representative	Allison Esenkova	Community Representative
Parent	Laura Gonzalez	Parent
Classroom Teacher	Claudia Perez	Classroom Teacher
Non-classroom Professional	Lisa Santos	SpEd Department Chair
SIR	Elizabeth Cortez	SIR
Safety Chair	Dana Bethancourt	Nurse

# Resumen de financiación del campus

1991010001 - General Fund - Regular Program						
Boa,d Goal	Goal	Measucable Objective	Stategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$5,000.00
<b>Sub-Total</b>						\$5,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		Teacher professional development	6200 - Contracted Services	\$2,500.00
3	1	2	1	Teacher professional development	6200 - Contracted Services	\$2,500.00
<b>Sub-Total</b>						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Professional Development and resources	6200 - Contracted Services	\$4,000.00
<b>Sub-Total</b>						\$4,000.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1		3	Interventionist	6100 - Payroll	\$50,000.00
5	4	1	2	Interventionist	6100 - Payroll	\$50,000.00
5	4	3	2	Interventionist	6100 - Payroll	\$50,000.00
<b>Sub-Total</b>						\$150,000.00
<b>Grand Total</b>						\$164,000.00

# Anexos

**Plan de Desarrollo Profesional 2021-2022 \***

<b>PD Dates</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources Needed</b>	<b>SIP Goal Alignment</b>
Aug. 9	Whole Group	Dual Language Orientation	Dual Language Presentation; Dual Language Resource Folder	Goal 1, Goal 3, Goal 4
Aug.10	Whole Group	IB PYP Orientation	IB PYP Presentation; IB Resource Folder	Goal 1, Goal 3, Goal 4
Aug. 16	Morning: Whole Group Afternoon: Grade Level PLC	Team Building Activity, 2021-2022 Superintendent House Presentation, Family Communication Expectations, Instructional: IB Units Overview {6 Planners}	2021-2022 Superintendent Presentation, 2020-2021 IB Units {Planners}, Computer, PowerSchool Access	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 5
Aug. 17	Whole Group SEL Training: GLC Classroom	WDLA Staff Handbook, Campus and Classroom Expectations, SEL Virtual Training {Integrating SEL into Academics}, HB4545, HB3, Special Populations: At-Risk Students {IAT}, SPED, 504, G/T	2021-2022 WDLA Staff Handbook, 2021-2022 Campus and Classroom Checklist and Non-Negotiables documents, Computer, Special Populations Training Documentation	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4
Aug.18	2021-2022 Teacher Assigned Classroom	TEACHER PREPARATION DAY	2021-2022 Classroom Checklist and Non-Negotiables documents, 2021-2022 COVID-19 Protocols, HISD Ready, Set, Go Plan	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4
Aug.19	2021-2022 Teacher Assigned Classroom	HISD VIRTUAL JOB ALIKE DAY (Elementary, Middle School, Specialist)	Computer, Academic PD Half-Day Schedule by Areas, Job Alike PD Schedule by Job Role, Choice Topic Schedule for Development and Resource Session Topics (AIT digital tools, SEL, Special Ed supports, etc.)	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4
Aug.20	2021-2022 Teacher Assigned Classroom	2021-2022 HISD Compliance Courses, TADS Training, Campus Safety Procedures	Computer, OneSource Access, TADS PowerPoint Presentation, Campus Safety Procedures PowerPoint Presentation, Nurse Dana	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 1, Goal 2, Goal 3, Goal 4, Goal 6, Goal 7
Sept. 17	HISD Teacher Service Day	Co-teach/inclusion teaching practices, Reading Academy modules, HB4545, Small Group Instruction, Skill Builder, SEL,	Computer, OneSource Access, HISD Professional Development Service Day Schedule	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4

		Transitioning to teaching and learning in an in-person environment, Guided Reading, Math Curriculum Changes, Math fluency during the math block, HB 3 Math Strategies		
Oct. 4	HISD Teacher Service Day (COMP Day Option)	All campus-based instructional employees completed the compliance training and/or minimum of 7.75 pd hours <i>outside duty schedule</i> by September 30, 2021. Campus-based employees elected to comp the time during the October 4 <sup>th</sup> Teacher Service Day. Employees provided a learning history report through OneSource to confirm completed PD hours.	Computer, OneSource Access, Employee OneSource history learning report	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4
Feb. 21	HISD Teacher Service Day	Reading Academy modules, HB4545, SEL, Guided Reading, HB3 Reading and Math Strategies	Computer, OneSource Access, HISD Professional Development Service Day Schedule	Goal 1, Goal 2, Goal 3, Goal 4, Additional Campus Goals 1-7: Goal 4

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