Mission Statement

“We are dedicated and committed to working collaboratively to provide a diverse and rigorous educational program that addresses the needs of the whole student in order to help every child succeed in becoming a global graduate. We align our actions and efforts supporting our values of Nobility, Endurance, Self-Discipline, and with Respect.”

Vision

Our vision at Neff Elementary is to develop our learners' needs academically and emotionally through ongoing support with thoughtfulness, understanding, and empathy as students are navigating toward the future.

Value Statement

At Neff Elementary, our community strives to be Noble, have Endurance, be Respectful, and display Self-Discipline.
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394 Neff Elementary School
Generated by Plan4Learning.com
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Neff Elementary School is located on Neff Street in the Sharpstown area of Southwest Houston. It is situated in the neighborhood bounded by the street of Beechnut, Gessner, Bellaire, Fondren, and the Southwest Freeway. This is the tenth year of Neff Elementary School as an independent 2nd – 5th grade campus.

The population of approximately 750 students is ethnically divided into 83% Hispanic, 7% African American, 7% Asian/Pacific Islanders, and 1% White. We service students with diverse needs as evidenced by our Special Populations. Currently, 72% of our students are identified as Limited English Proficient and 10% are served in our Special Education program. Approximately 93% of our students qualify for the free or reduced breakfast/lunch program. Neff is designated as a school-wide Title 1 school and there is an 18% mobility rate. Our attendance rate for 2020-2021 school year during a pandemic was 96.2%. 10% of our students are Special Education, 2% are 504, and 2% are Dyslexic. 11% of our student population are identified as Gifted and Talented. 74% of our students are considered At Risk, 12% are over age, and we retained 9% of our students this year.

Demographics Strengths

At Neff, we believe it is important to provide a well-rounded academic, social emotional, and world experience. We make sure we break down data by all groups to track progress using our data tracker. 72% of our students are English Language Learners. In the 21st Century, knowing a second language is not only beneficial, but necessary for success in life. Language learning has been shown to improve a student’s cognitive function, including, but not limited to:

- Enhanced Problem Solving Skills
- Improved Verbal and Spatial Abilities
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity
- Better Memory
- More Flexible and Creative Thinking
- Improved Attitude Toward the Target Language and Culture

We have to develop a plan to support language development using strong Sheltered Instruction instruction.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): How are we utilizing Content-Based Language Instructional consistently and effectively? Root Cause: We have a high English Language student population and we need to use high yield instructional strategies so they are able to transfer their skills from their native language to learning English.
Student Learning

Student Learning Summary

As we ended the 2020-2021 school year, 64% of our students were In Person and 36% of our students were learning Virtual.

**STAAR:** We tested 99% of our student population. Our overall results were:
- **Reading:** 56% Did NOT Meet & 44% MET - 44% Approaches; 20% Meets; 9% Masters
- **Math:** 64% Did NOT Meet & 36% MET - 36% Approaches; 16% Meets; 5% Masters
- **Writing:** 70% Did NOT Meet & 30% MET - 30% Approaches; 7% Meets; 1% Masters
- **Science:** 55% Did NOT Meet & 45% MET - 45% Approaches; 13% Meets; 2% Masters

We tested all students online for the 1st time as we prepare for it to be required in 2 years.

**TELPAS:** We tested 93% of our student population. Our overall results were:
- **Beginning:** 12%
- **Intermediate:** 43%
- **Advanced:** 33%
- **Advanced High:** 11%

The last time we had a full composite for students was 2019.

Based on progress data:
- 9% Declined, 38% Stayed on the Same Level; & 53% Improved

**Renaissance 360:**

**READING:**
- Urgent Intervention: 33%
- Intervention: 17%
- On Watch: 12%
- Above: 32%

**MATH:**
- Urgent Intervention: 24%
- Intervention: 14%
- On Watch: 11%
- Above: 45%

**Report Card Failures**

Reading: 15%
Language Arts: 10%
Math: 16%
Science: 12%
Social Studies: 12%

**IAT**
Tier 1: 4%
Tier 2: 11%
Tier 3: 14%
Student Learning Strengths

Our focus is on student progress. 71% of our students are English Language Learners. Students transition to all English instruction in 3rd grade. When students transition to English instruction, their data will drop as they are learning in their 2nd language. We look at all data points to determine progress. If students are not progressing, we will meet and create an RTI plan. We will focus on lesson planning using the 5E model, Sheltered Instruction strategies, and Intervention practices.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): How do we consistently implement Reading and Math best practice in our daily instruction? Root Cause: We are implementing a new Math curriculum, new STAAR 2.0, and online assessments. We will need to work as a team to utilize what we have learned while adjusting to the needs of our students.
School Processes & Programs

School Processes & Programs Summary
As we have reflected on the last 2 years and what we want to focus on this coming year, we have to be laser focused and do a few things really well. We have picked one area in all 3 RTI tiers to focus on.

Tier 1 Instruction: Tier 1 instruction is where we should focus. We are going to meet weekly in PLCs to plan and collaborate. We will use a schoolwide 5E Lesson Planning template so we can use the same language with each other and students across departments. We are also going to train all teachers on Patterns of Power so we can use consistent writing expectations across contents.

Tier 2 Sheltered Instruction: We will focus on our EL strategies. Ms. Bryant and Ms. Johnson are trained on Sheltered Instruction for EL students and will guide us in this work.

Tier 3 Intervention: We have to make sure our students who are demonstrating weak progress are receiving intensive intervention. This year, all ELA teachers and support staff will be trained in Really Great Reading and Math teachers will use strategies/content support we have learned from Vontoure. These 3 focus areas will be part of our goals and measurable objectives.

Literacy Now: We will continue our collaboration with Literacy Now. Literacy Now is dedicated to transforming communities by empowering children and families through literacy, leadership and life skills.

Professional Learning Communities (PLCs): We will meet weekly to plan, look at data, and make instructional decisions. ELA will meet every Wednesday and Math/Science will meet every Thursday.

Teams: We will create and maintain the Navigating -> Future Channel on Microsoft Teams. This provides an online space to share resources, keep everything in one place, and collaborate online.

School Processes & Programs Strengths
It is important to provide consistent systems and expectations so staff and students know what to expect. In order to plan for learning, we evaluate data and select three areas to focus on as a school. We are going to work on Tier 1 instruction using 5E lesson plan model. We are going to increase our professional development on Sheltered Instruction strategies for our English learners. We will also improve our Intervention instruction and program for students. Our campus has a sense of urgency to providing support to our English Language Learners. We meet weekly in Professional Learning Communities to discuss data, lesson planning, and best practices. We use a Master Data roster that combines all local and district data to give us a full idea of where students are academically.

Problems of Practice Identifying School Processes & Programs Needs
Problem of Practice 1 (Prioritized): How do we consistently implement an Intervention program and Progress Monitoring to impact improved student achievement? Root Cause: Many of our students need extra support and interventions to progress academically and/or linguistically.
Perceptions

Perceptions Summary

At Neff, we value all stakeholder's input as our students progress through elementary school. Our school attendance rate for the 2020 - 2021 school year was 96.2% This is a drop from the previous years. 10% of students missed more than 18 school days and this greatly impacted our attendance rate.

Neff Elementary have a Wraparound Specialist and a Community in Schools liaison to support our student's academic needs. Wraparound Services provides students with the non-academic supports necessary to be successful in school, including access to mental and physical health professionals, food, housing, and more. Wraparound provided 4,049 interventions for Neff students through check-ins, observations, resources, and services.

Community in Schools’ Integrated Student Supports Model is a school-based approach to develop academic success by tackling academic and non-academic barriers. Community in Schools worked with 51 students on caseload and provided support in supportive guidance/counseling, academic support, health/human services, college/career readiness, parent/family engagement, & enrichment activities.

Our discipline rate was 0%. We had some minor infractions, but with fewer students on campus, discipline was not something we had to address.

Our staff turnover rate remains around 10%. This year, we had several retirements, promotions, and relocations. We focused on interviewing and recruiting staff to support our school mission and vision.

Overall, our parents and the community are supportive of Neff, but we need to continue to improve our communication and support. This year, we implemented ClassDojo to share information schoolwide and by class. This has helped keep our community informed and connected.

Perceptions Strengths

At Neff, we provide support for academic and non-academic needs. We have programs and processes in place for our students and families to feel safe and ask questions.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): How do we involve all stakeholders in shaping our school climate and improving academics? Root Cause: We need to involve more than just the administration and staff when making school decisions and actively part of the SDMC.
Priority Problems of Practice

Problem of Practice 2: How are we utilizing Content-Based Language Instructional consistently and effectively?

Root Cause 2: We have a high English Language student population and we need to use high yield instructional strategies so they are able to transfer their skills from their native language to learning English.

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: How do we consistently implement Reading and Math best practice in our daily instruction?

Root Cause 1: We are implementing a new Math curriculum, new STAAR 2.0, and online assessments. We will need to work as a team to utilize what we have learned while adjusting to the needs of our students.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: How do we consistently implement an Intervention program and Progress Monitoring to impact improved student achievement?

Root Cause 3: Many of our students need extra support and interventions to progress academically and/or linguistically.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: How do we involve all stakeholders in shaping our school climate and improving academics?

Root Cause 4: We need to involve more than just the administration and staff when making school decisions and actively part of the SDMC.

Problem of Practice 4 Areas: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

**Accountability Data**
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
• Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
• Completion rates and/or graduation rates data
• Attendance data
• Mobility rate, including longitudinal data
• Discipline records
• Class size averages by grade and subject
• Enrollment trends

**Employee Data**
• Professional learning communities (PLC) data
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• T-TESS data

**Parent/Community Data**
• Parent surveys and/or other feedback
• Community surveys and/or other feedback

**Support Systems and Other Data**
• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Budgets/entitlements and expenditures data
• Study of best practices
Board Goals

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

Goal 1: For the 2022-2023 school year, 70% of students will show one year of reading growth as measured by Beginning of the Year REN 360 to the End of Year REN 360 using the Grade Equivalent measure.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Teachers will expose students to authentic literacy instruction and intervention so students continue to make progress from their Beginning of the Year Reading Level to their End of Year Reading Level as measured using Renaissance STAR Reading Assessment and collaboration on lesson plans and instruction in PLCs.

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> 100% of teachers will undergo monthly Professional Development on Content-Based Language Instructional strategies through district and on-campus support members: Ms. Johnson, &amp; Ms. Patch, and Multilingual Support Staff.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Sheltered Instruction strategies will support English Language learners as they are learning a new language in new content.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Sheltered Instruction Coach Ms. Johnson and Reading Interventionist Ms. Patch</td>
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<td><strong>Action Steps:</strong> We will meet in PLCs monthly to learn and implement a new Content-Based Language Strategy.</td>
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<td><strong>Title 1:</strong> 2.4, 2.5, 2.6</td>
<td><strong>Staff Responsible for Monitoring:</strong> Administration and Teachers</td>
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<td><strong>TEA Priorities:</strong> Build a foundation of reading and math</td>
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<th>Strategy 2 Details</th>
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<td><strong>Strategy 2:</strong> 100% of teachers will be trained on Patterns of Power to create consistent Writing expectations across content and grade levels.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will receive consistent expectations and routines in Writing at Neff. This will impact our writing growth in TELPAS and STAAR.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration and Teachers</td>
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<td><strong>Action Steps:</strong> We will meet in PLC meetings to plan and follow up with teachers.</td>
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### Strategy 3 Details

**Strategy 3:** 100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language & Literacy.

**Strategy's Expected Result/Impact:** Students will improve in their literacy and reading skills.

**Staff Responsible for Monitoring:** Ms. Bryant - RTI/IAT Liaison.

**Action Steps:** Ms. Bryant will review minutes and support teachers with questions as needed.

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy - Additional Targeted Support Strategy**

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### Strategy 4 Details

**Strategy 4:** 100% of students will take the Progress Monitoring assessment every six weeks to determine progress.

**Strategy's Expected Result/Impact:** Teachers and Support Staff will be able to monitor if interventions are successful and students are showing progress.

**Staff Responsible for Monitoring:** Teachers, Support Staff, Special Pops. Dean, Ms. Ortega, Ms. Goeyns

**Action Steps:** Students will take the Ren. 360 Progress Monitor assessment at the end of the month. Teachers and support staff will review data and focus on progress.

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

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### Strategy 5 Details

**Strategy 5:** Teachers will set goals for students to meet through Renaissance 360.

**Strategy's Expected Result/Impact:** Teachers will know what the expected growth is from the starting point, even if the students is working below grade level.

**Staff Responsible for Monitoring:** Teachers, Support Staff, Special Pops. Dean, Administration

**Action Steps:** The campus will utilize Instructional Assistants and I-Educate to perform interventions using Really Great Reading, Scholastic Rigby books, and Imagine Literacy to prepare students to meet their REN 360 goal of 70%.

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

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**Strategy 6 Details**

**Strategy 6:** 100% of ELAR will implement and plan using the HMH resources along with the HISD unit planning guides and provide HMH professional development.

**Strategy's Expected Result/Impact:** Teachers will plan instruction suited for the needs of their students based on data using the identified HMH reading program and HISD planning guides.

**Staff Responsible for Monitoring:** Teachers, Administration Team, Support Reading Interventionist-Ms. Patch

**Action Steps:** During PLCs, teachers will rehearse, discuss, and internalize HMH content, utilize planning guides, and analyze data for planning and instruction.

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**Measurable Objective 1 Problems of Practice:**

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**Problem of Practice 1:** How are we utilizing Content-Based Language Instructional consistently and effectively? **Root Cause:** We have a high English Language student population and we need to use high yield instructional strategies so they are able to transfer their skills from their native language to learning English.
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: For the 2022-2023 school year, 75% of students will show one year of math growth as measured by Beginning of the Year REN 360 to the End of Year REN 360 using the Grade Equivalent measure.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Teachers will implement Eureka Math so students continue to make progress from their Beginning of the Year Reading Level to their End of Year Math Level as measured using Renaissance STAR Math Assessment and collaboration on lesson plans and instruction in PLCs.

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1</strong>: 100% of mathematics teachers will attend Eureka Math Curriculum Professional Development.</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: The PD offered through HISD will support teachers on implementing the curriculum on campus and it will align the learning throughout the campus.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Teachers, Ms. Ortega, Mr. Pich, Ms. Richman</td>
<td>100%</td>
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<td><strong>Action Steps</strong>: All teachers will sign up for Eureka trainings.</td>
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<tr>
<td><strong>Strategy 2</strong>: During PLC’s, teachers will rehearse, discuss, and internalize Eureka content.</td>
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<tr>
<td><strong>Strategy’s Expected Result/Impact</strong>: There will be consistency in the Math Department across grade levels and all grade levels will implement Eureka consistently by internalizing lessons. These actions will support student growth and student success in mathematics.</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administrators, T-TESS Appraisers, and Coaches will monitor the implementation of Eureka.</td>
<td>50%</td>
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<td><strong>Action Steps</strong>: Teachers will collaborate in Professional Learning Communities to plan using Eureka curriculum.</td>
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TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
Strategy 3 Details

**Strategy 3:** 100% of Tier 2 and Tier 3 students as identified by the RTI Committee will receive recommended interventions on a consistent basis.

**Strategy's Expected Result/Impact:** The teacher will provide small group instruction to Tier 2/Tier 3 students.

**Staff Responsible for Monitoring:** Teachers, Instructional Assistants, Creative Arts teachers, T-TESS Appraisers, Mrs. Bryant,

**Action Steps:** Staff members will provide in classroom interventions on a weekly basis.

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Strategy 4 Details

**Strategy 4:** Teachers will set goals for students to meet through Renaissance 360.

**Strategy's Expected Result/Impact:** Teachers will know what the expected growth is from the starting point, even if the students is working below grade level.

**Staff Responsible for Monitoring:** Teachers, Support Staff, Special Pops. Dean, Administration

**Action Steps:** Teachers and support staff will set goals in Ren360 for students.

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

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Strategy 5 Details

**Strategy 5:** 100% of students will take the Progress Monitoring assessment every 6 weeks to determine progress.

**Strategy's Expected Result/Impact:** Teachers and Support Staff will be able to monitor if interventions are successful and students are showing progress.

**Staff Responsible for Monitoring:** Teachers, Support Staff, Special Pops. Dean, Ms. Ortega, Ms. Goeys

**Action Steps:** Students will take the Ren. 360 Progress Monitor assessment at the end of the month. Teachers and support staff will review data and focus on progress.

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

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Strategy 6 Details

**Strategy 6:** All math teachers will internalize Eureka lessons.

**Strategy's Expected Result/Impact:** The internalization of Eureka Math lessons will develop teacher content knowledge and guide them through the structure of the lessons in the curriculum. This process will result in both the teachers and students being successful with the Eureka curriculum.

**Staff Responsible for Monitoring:** Teachers, T-TESS Appraisers, Ms. Ortega, Mr. Pich, Ms. Richman

**Action Steps:** Teachers will internalize Eureka lessons by reading the overview of the modules, making/taking notes, identifying gaps in learning (if any) within the modules, identifying vocabulary words for the content, selecting strategic working problem, and previewing and working out Module Assessments.
Strategy 7 Details

**Strategy 7:** The math block contains a 30 minute block in which all students will have the time to engage with and complete Zearn weekly lessons.

**Strategy's Expected Result/Impact:** The Zearn Math application will provide intervention and close learning gaps.

**Staff Responsible for Monitoring:** Teachers, Coaches, T-TESS Appraisers will monitor.

**Action Steps:** Students will engage daily with the Zearn application during their math class for 30 minutes.

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

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- [ ] No Progress
- [ ] Accomplished
- [ ] Continue/Modify
- [x] Discontinue
**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** SCHOOL PROGRESS - For the 2022-2023 school year, students will participate in college readiness activities twice a month.

- **Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100% of students will be encouraged to wear their college spirit shirt every Friday.

- **Evaluation Data Sources:** Students will wear their college spirit shirt every day.

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<th>Strategy 1 Details</th>
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<td><strong>Strategy 1:</strong> Ms. Wingard will discuss the importance of college readiness and setting goals on the Morning Announcements.</td>
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<td><strong>Strategy's Expected Result/Impact:</strong> Students will reflect on setting short term and long term goals.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Ms. Wingard &amp; Staff</td>
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<tr>
<td><strong>Action Steps:</strong> Ms. Wingard will focus on setting goals in the Morning Announcements.</td>
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<td><strong>TEA Priorities:</strong> Connect high school to career and college</td>
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**Measurable Objective 2:** 100% of students will participate in College and Career Day. Neff will work in collaboration with Junior Achievement to host a College and Career Day. Different community members will speak to Neff about their journey through college and their career.

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<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Ms. Alch will work with Junior Achievement to plan and implement College and Career Day at Neff.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will be exposed to information on a variety of careers and what it takes to work in those fields.</td>
<td></td>
</tr>
</tbody>
</table>
Staff Responsible for Monitoring: Ms. Alch & Staff
Action Steps: Ms. Alch will work with Junior Achievement to plan and implement College and Career Day at Neff.

TEA Priorities:
Connect high school to career and college

Measurable Objective 3: 100% of Tier 2 and Tier 3 students as identified by the RTI Committee will receive recommended interventions on a consistent basis.

Evaluation Data Sources: Teachers and Support staff will monitor progress on the data rosters and track progress on the Progress Monitoring form. We will run weekly reports of Imagine Literacy/Math to make sure students are meeting their time requirements.

HB3 Board Goal

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: 100% of students will take the Progress Monitor test every 6 weeks to determine progress.</td>
<td><strong>Strategy's Expected Result/Impact</strong>: Teachers and Support Staff will be able to monitor if interventions are successful and students are showing progress.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Teachers, Support Staff, Special Pops. Dean.</td>
<td><strong>Action Steps</strong>: Students will take the Ren360 Progress Monitor test at the end of the month. Teachers and support staff will review data and focus on progress.</td>
</tr>
<tr>
<td><strong>TEA Priorities</strong>: Recruit, support, retain teachers and principals, Connect high school to career and college</td>
<td><strong>Funding Sources</strong>: Hourly Teachers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2 Details</td>
<td>Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 2</strong>: Teachers will set goals for students to meet through Renaissance 360.</td>
<td>Formative</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Teachers will know what the expected growth is from the starting point, even if the students is working below grade level.</td>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Teachers, Support Staff, Special Pops. Dean, Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps</strong>: Teachers and support staff will set goals in Ren360 for students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong>: Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 3</strong>: 100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language &amp; Literacy.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Students will improve in their literacy and reading skills.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Ms. Bryant - RTI/IAT Liaison.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps</strong>: Ms. Bryant will review minutes and support teachers with questions as needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Targeted Support Strategy - Additional Targeted Support Strategy</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Campus #394
November 11, 2022 10:22 AM
**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

**Goal 1:** CLOSING THE GAPS THROUGH PROGRESS MONITORING AND DATA ANALYSIS

**Strategic Priorities:**
Expanding Educational Opportunities

**Measurable Objective 1:** For the 2022-2023 school year, 100% of special education students will receive their services, and progress on their goals will be monitored every 3 weeks.

**Evaluation Data Sources:** Progress Monitoring Tools

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Special Education Teachers will create data sheets and assessments that align with the IEP goals to track student progress. Data sheets and assessments will be provided to teacher assistants that provide direct services to students.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Adequate data will be collected to help make educational decisions.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Special Education Administrator</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Special Education Teachers will input data collected (as well as the data teacher assistants collected) into EasyIEP Goal Progress Tracker.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Official record of student progress will be documented.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Special Education Administration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 3:</strong> Special Education Teachers will analyze data collected (as well as analyze the data teacher assistants collected) to determine if adequate progress is being made, or if new strategies/ accommodations need to be put in place to ensure student success.</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact:</td>
<td>Student data is used to make appropriate instructional decisions.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring:</td>
<td>Special Education Administrators, Special Education Teachers</td>
</tr>
</tbody>
</table>

**TEA Priorities:**
- Build a foundation of reading and math
  - Targeted Support Strategy - Additional Targeted Support Strategy

<table>
<thead>
<tr>
<th>Progress Status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No Progress</td>
<td>0%</td>
<td>Accomplished</td>
<td>100%</td>
</tr>
<tr>
<td>Continue/Modify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>x 50%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

394 Neff Elementary School
Generated by Plan4Learning.com

Campus #394
November 11, 2022 10:22 AM
**Board Goal 5: CAMPUS GOAL AREAS**

**Goal 1: ATTENDANCE** - For the 2022 - 2023 school year, our attendance will improve from 93.2% to 96.0%. We will create Student Support Teams with an administrator, office staff member, teacher, and support staff to monitor attendance.

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

**Measurable Objective 1:** 100% of teachers will submit a online SAF form to our Wraparound Specialist if they have concerns with attendance for students.

**Evaluation Data Sources:** Attendance records & Wraparound Database - PurpleSense

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The Wraparound Specialist will conduct home visits based on attendance reports.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Attendance will improve for chronic absences.</td>
<td><strong>Nov</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Wraparound Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Wraparound will report weekly and use SAFs to track attendance needs.</td>
<td></td>
</tr>
</tbody>
</table>

- ![Graph](image.png)

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

Campus #394
November 11, 2022 10:22 AM
Board Goal 5: CAMPUS GOAL AREAS

Goal 2: DISCIPLINE - For the 2022 - 2023 school year, 100% of Neff staff will implement ClassDojo schoolwide to have consistent expectations and involve parents.

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

Measurable Objective 1: 100% of parents and students will be aware of specific behavior expectations by having daily communication with teachers through ClassDojo.

   Evaluation Data Sources: Daily Reports for Discipline and Behaviors; Teacher Conferences with parents, Office Referrals

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Teachers will continue reviewing classroom expectations on a daily basis. Principal will discuss behavior expectations during Morning Announcements.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will continue to follow school rules and the Code of Student Conduct.</td>
<td>[Formative] (50%) [Summative]</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> All staff members.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Use Code of Conduct</td>
<td>[Nov] [Jan] [Mar] [June]</td>
</tr>
</tbody>
</table>
Board Goal 5: CAMPUS GOAL AREAS

Goal 3: VIOLENCE PREVENTION - For the 2022 - 2023 school year, all teachers will work with Ms. Alch, Community in Schools Liaison, to handle reports of bullying.

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

Measurable Objective 1: Ms. Alch, Community in Schools Liaison, will meet with students who report bullying incidents 100% of the time.

   Evaluation Data Sources: HISD Connect

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</thead>
<tbody>
<tr>
<td>Strategy 1: Ms. Alch will provide a bully box so students can report incidents anonymously.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students will feel comfortable reporting bully concerns.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Ms. Alch, Community in Schools Liaison, All Staff Members</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> The bully box will be placed outside of the CIS office.</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>0% No Progress</td>
<td>100% Accomplished</td>
<td>→ Continue/Modify</td>
<td>× Discontinue</td>
</tr>
</tbody>
</table>
Board Goal 5: CAMPUS GOAL AREAS

Goal 4: SPECIAL EDUCATION - For the 2022 - 2023 school year, 100% of students will be screened/assessed on their IEP goals weekly. Progress will be tracked on EasyIEP on a Weekly basis according to HISD requirements.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: For the 2020, 2021 school year, 100% of special education students will receive their services and progress on their goals will be monitored every 3 weeks.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1</strong>: Special Education Teachers will create data sheets and assessments that align with the IEP goals to track student progress. Data sheets and assessments will be provided to teacher assistants that provide direct services to students.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Adequate data will be collected to help make educational decisions.</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Special Education Administrator</td>
<td>50%</td>
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</table>

<table>
<thead>
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<td><strong>Strategy 2</strong>: Special Education Teachers will input data collected (as well as the data teacher assistants collected) into EasyIEP Goal Progress Tracker.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Official record of student progress will be documented.</td>
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</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Special Education Administration.</td>
<td>50%</td>
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<table>
<thead>
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<th>Strategy 3 Details</th>
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<td><strong>Strategy 3</strong>: Special Education Teachers will analyze data collected (as well as analyze the data teacher assistants collected) to determine if adequate progress is being made, or if new strategies/ accommodations need to be put in place to ensure student success.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Student data is used to make appropriate instructional decisions.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Special Education Administrators, Special Education Teachers</td>
<td>50%</td>
</tr>
</tbody>
</table>

TEA Priorities:
Build a foundation of reading and math
- Targeted Support Strategy - Additional Targeted Support Strategy

- 0% No Progress - 100% Accomplished - Continue/Modify - Discontinue
**Board Goal 5: CAMPUS GOAL AREAS**

**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - For the 2021 - 2022 school year, 100% of students will utilize Imagine Learning for 60 minutes per week.

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

**Measurable Objective 1:** 100% of teachers will monitor progress using a school-wide Progress Monitoring form.

**Evaluation Data Sources:** Progress Monitoring Form

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 100% of students will take the Progress Monitoring assessment the last week of every six weeks to determine progress.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers and Intervention support will be able to monitor progress frequently.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers and administration</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> We will pull reports from Ren360.</td>
<td>Nov</td>
</tr>
<tr>
<td><img src="image" alt="50%" /></td>
<td><img src="image" alt="50%" /></td>
</tr>
</tbody>
</table>

- 0% No Progress
- 50% Accomplished
- Continue/Modify
- Discontinue
Board Goal 5: CAMPUS GOAL AREAS

Goal 6: PARENT and COMMUNITY ENGAGEMENT - For the 2022 - 2023 school year, Communities in Schools will increase program and supports by 10% for parents and families in the Sharpstown Community.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Tier III - 100% of students with high risk behaviors will be supported through Communities in Schools OR through an outside program coordinated by CIS. Individualized Support is offered to students and/or families with multiple-complex needs typically provided in a one-on-one setting within the school community.

Evaluation Data Sources: CIS Report and Data Collections Sent Monthly

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Ms. Alch will support new students who need support with high risk behaviors.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Student behavior will improve for success in the classroom.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> CIS, All Staff Members</td>
<td>50% Accomplished</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Staff will submit a referral form to Ms. Alch and she will meet with parents to add them to her caseload.</td>
<td></td>
</tr>
</tbody>
</table>

0% No Progress 50% Accomplished ➔ Continue/Modify ✗ Discontinue
Board Goal 5: CAMPUS GOAL AREAS

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Neff will partner will another campus to complete requirements.
Estimated number of students to be screened: 150
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Neff will partner will another campus to complete requirements.
Estimated number of students to be screened: 150
Estimated number of students to be screened: 400
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Neff will partner will another campus to complete requirements.
Estimated number of students to be screened: 150
Estimated number of students to be screened: 200
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Neff will partner will another campus to complete requirements.
Estimated number of students to be screened: 150
Estimated number of students to be screened: 200
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by: N/A
Estimated number of students to be screened: 0
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

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

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:
Board Goal 5: CAMPUS GOAL AREAS

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

Measurable Objective 1: 100% of students will participate in Physical Education and Dance to promote physical education, physical activity, and nutrition services.

Evaluation Data Sources: Student Schedules

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy 1: Students will participate in Physical Education and Dance to promote physical education, physical activity, and nutrition services.</td>
<td></td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Students learn the importance of being healthy and staying active.</td>
<td></td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: P.E. Teacher &amp; Dance Teacher</td>
<td></td>
</tr>
<tr>
<td>Action Steps: The P.E. Teacher and Dance Teacher will make sure to include physical education, physical activity, and nutrition information in their daily lessons.</td>
<td></td>
</tr>
<tr>
<td>0% No Progress</td>
<td>100% Accomplished</td>
</tr>
<tr>
<td>Nov</td>
<td>Jan</td>
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</tbody>
</table>

Campus #394
November 11, 2022 10:22 AM
## Targeted Support Measurable Objectives

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language &amp; Literacy.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>100% of students will take the Progress Monitor test every 6 weeks to determine progress.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language &amp; Literacy.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Special Education Teachers will analyze data collected (as well as analyze the data teacher assistants collected) to determine if adequate progress is being made, or if new strategies/ accommodations need to be put in place to ensure student success.</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Special Education Teachers will analyze data collected (as well as analyze the data teacher assistants collected) to determine if adequate progress is being made, or if new strategies/ accommodations need to be put in place to ensure student success.</td>
</tr>
</tbody>
</table>
### Additional Targeted Support Measurable Objectives

<table>
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<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Description</th>
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</thead>
<tbody>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language &amp; Literacy.</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>100% of Tier 2 and Tier 3 students will meet their required minutes on Imagine Language &amp; Literacy.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<td>4</td>
<td>1</td>
<td>3</td>
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</table>
State Compensatory

Budget for 394 Neff Elementary School

Total SCE Funds: $181,287.26
Total FTEs Funded by SCE: 2.75

Brief Description of SCE Services and/or Programs

Neff uses SCE to provide support for students through coaching, interventions, and Tier 3 support.

Personnel for 394 Neff Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Penelope J</td>
<td>Lecturer, Hrly - Degreed</td>
<td>0.25</td>
</tr>
<tr>
<td>Carnes, Susan Fraker</td>
<td>Lecturer, Hrly - Degreed</td>
<td>0.25</td>
</tr>
<tr>
<td>Goeyns, Ebony</td>
<td>Tchr, Specst</td>
<td>1</td>
</tr>
<tr>
<td>Pich, Thomas W</td>
<td>Tchr, Fourth Grade</td>
<td>1</td>
</tr>
<tr>
<td>Setarehaseman, Florestella</td>
<td>Lecturer, Hrly - Degreed</td>
<td>0.25</td>
</tr>
</tbody>
</table>
Title I

1. 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 SDMC and grade level chairs.

The population of approximately 735 students is ethnically divided into 90% Hispanic, 6.9% African American, 5.8% Asian/Pacific Islanders, and 2.1% White. Currently, 71% of our students are identified as Limited English Proficient and 8% are served in our Special Education program. Approximately 94% of our students qualify for the free or reduced breakfast/lunch program. Neff is designated as a school-wide Title 1 school and there is an 15% mobility rate. Every decision we make at Neff Elementary is data driven. Every year, we meet as a Shared Decision-Making Committee (S.D.M.C.). This committee meets to look at data and decide the S.M.A.R.T. goals for the following year. We look at our strengths and weaknesses within the data to determine our goals. Our TEA Accountability Summary included a Met Standard on Student Achievement, School Progress, and Closing Gaps. The attendance rate for the 2021-2022 school year was 97.1%. When disaggregating our data this year for 5th grade, all but 1 student who is not identified as SPED and been with us since Kindergarten did not pass the STAAR Reading. Our data is clear that our transition programs in early grades is working for our students. We struggle in 3rd and 4th grade as students are testing in all English except Newcomers. Our students that are enrolling with us after 2nd grade as Newcomers or from other schools are struggling. Our Newcomers and SPED students are not passing the test or making progress like they should. We need to look at the programs and services we provide for them. In Closing Achievement Gaps, we met targets in Econ. Disadvantaged and EL Targets because the target is set lower. However, when they were altogether, we did not meet the target because it is set higher. We are going to monitor our student progress and getting our ED students and EL students hitting the Meets expectation.Analyze your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Plan for Learning is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Ms. Wingard met with teams over the summer to review data and develop a plan schoolwide.

2.2: Regular monitoring and revision

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

- Professional Learning Communities
- Data-Driven Protocol
- Reviewing Small Group Instruction
- Reviewing Imagine Learning, Literature Implementation, and Zearn
- On-going coaching on Content-Based Language Strategies
2.3: Available to parents and community in an understandable format and language

The Plan for Learning is available to parents in the following locations:

- Campus Website
- Virtual handbook (Microsoft TEAMS)
- Parent Room (Wrap-Around Service Area)
- Front office accessibility

The Plan for Learning was made available to parents by:

- School Messenger
- Virtual Parent Meetings
- School Newsletter on Class Dojo
- Campus Website

We provide the Plan for Learning 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:

- Structured intervention program to address students gaps in learning
- School wide implementation of Content Based Language strategies
- Using designated supports all year during instruction and assessments

2.5: Increased learning time and well-rounded education

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

- Decrease transition time between classes.
- Use high yield strategies to deliver instruction.

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:
  - Monthly PLC meetings focused on Content-Based Language Strategies
  - Weekly PLC meetings focused on instructional strategies
• Proficient Tier 1 explicit instruction taking place in all content areas:
  • Teachers will receive PD based on their content areas.
• Small Group Instruction based on student data needs:
  • All Tier II students will receive 60 minutes a week of targeted intervention with frequent monitoring.
  • All Tier III students will receive 90 minutes a week of targeted intervention with frequent monitoring.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We will use STAAR data and Renaissance 360 data to evaluate the effectiveness of our programming.

4. Parent and Family Engagement (PFE)

4.1: 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:

• Neff parent(s)
• SDMC campus members
• Select leadersip members
• Wrap Around/CIS
• Title 1 coordinator

The PFE was distributed

• Campus Website
• School Messenger
• Parent informational Meetings
• Class Dojo

The languages in which the PFE was distributed include

• English
• Spanish

Four strategies to increase Parent and Family Engagement include:

• Grade Level Read Aloud & Department parent infomation sessions ( 1 each semeseter)
• Coffee with the Principal (monthly)
• Continue partnership with HISD FACE ( Family and Community Engagement) initivative (virtually)
• Communication through multiple methods - Flyers, Marquee, Callouts, Facebook, Class Dojo and Twitter
• Communities in Schools: Our liaison will support and provide services to at risk families in need.

• Frequent telephone contact concerning attendance, academics, and behavior- both concerns and progress

4.2: Offer flexible number of parent involvement meetings

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

• Meeting #1 - September 22, 2022
• Meeting #1 Alternate - September 23, 2022
• Meeting #2 - November 17, 2022
• Meeting #2 Alternate - November 16, 2022
• Meeting #3 - February 14, 2023
• Meeting #3 Alternate - February 15, 2023
• Meeting #4 - April 27, 2023
• Meeting #4 Alternate - April 27, 2023

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

All students at Neff will be served by Title 1 funds.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Alch</td>
<td>Communities in Schools Liaison</td>
<td>Communities in Schools</td>
<td>1</td>
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</tbody>
</table>
Plan Notes

Reading

Math
## Campus Funding Summary

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>Hourly Teachers</td>
<td>6100 - Payroll</td>
<td>$40,000.00</td>
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**Sub-Total** $40,000.00
Addendums
<table>
<thead>
<tr>
<th>PD Dates</th>
<th>PD Format</th>
<th>PD Topic</th>
<th>Resources Needed</th>
<th>SIP Goal Alignment</th>
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</thead>
<tbody>
<tr>
<td>Aug. 16</td>
<td>In Person</td>
<td>State of Neff; Patterns of Power</td>
<td>Collaboration with Patterns of Power</td>
<td>Board Goal #1</td>
</tr>
<tr>
<td>Aug. 17</td>
<td>In Person</td>
<td>Sheltered Instruction; ELA/Math Instructional Expectations</td>
<td>Sheltered Instruction Coaches</td>
<td>Board Goal #1; #2</td>
</tr>
<tr>
<td>Aug. 18</td>
<td>In Person</td>
<td>Work Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 19</td>
<td>In Person</td>
<td>Really Great Reading; Math Stations</td>
<td>Really Great Reading; Math Support</td>
<td>Board Goal #1; #2</td>
</tr>
<tr>
<td>Aug. 20</td>
<td>In Person</td>
<td>RTI/Interventions</td>
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<td>Board Goal #1; #2</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>In Person</td>
<td>Gifted and Talented Update</td>
<td>Gifted and Talented</td>
<td>Board Goal #5</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>In Person</td>
<td>Compliance Training</td>
<td>Safety</td>
<td>Board Goal #5</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>In Person</td>
<td>STAAR Data and Backwards Planning</td>
<td>OnTrack; STAAR Data</td>
<td>Board Goal #1; #2</td>
</tr>
</tbody>
</table>

*Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.*
School Name and Campus #: Neff Elementary 394

Principal Name: Amanda Wingard

Area Office: Elementary Schools Office 1

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on October 14 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school’s professional staff. In addition, the plan will be presented to the professional staff for a vote.

Amanda Wingard
Principal

9/28/21
Date

Signatures below indicate review and approval of this document.

Date

9/28/21

Date

9/28/21

Date

9/28/21

Date

10/11/21

Date

Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(If applicable or still in use under grant contract)
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD’s External Funding Department.

Campus Name ___________________________________________________ Campus Number _________

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   • Briefly summarize your campus’s needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   • Indicate the programs and resources that are being purchased out of Title I funds.

   • Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   ________________________________________________

Continued on next page....
2. Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development: The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. _______________________________________________________________________________
2. _______________________________________________________________________________
3. _______________________________________________________________________________
4. _______________________________________________________________________________

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate how you communicated to parents the location of the CIP. Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....
3. Parent and Family Engagement: Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....
Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

<table>
<thead>
<tr>
<th></th>
<th>Meeting #1:</th>
<th>Alternate Meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Capital Outlay Requested (Y/N)?
If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Continued on next page....
### ALLOCABLE AND UNALLOCABLE TITLE I POSITIONS

Below is the list of allocable and unallocable Title I positions.

**NOTE:** All allocable positions must be paid 100% with Title I funds as apportioned Title I positions are not allocable.

<table>
<thead>
<tr>
<th>ALLOWABLE TITLE I POSITIONS</th>
<th>JOB CODES</th>
<th>UNALLOCABLE TITLE I POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Rep</td>
<td>10M – 30002288</td>
<td>Coach (Literacy, Play-it-Smart Academic)</td>
</tr>
<tr>
<td>Tutor, Sr. Academic (Hourly)</td>
<td>30002430, 30002462</td>
<td>Lecturer (Hourly)</td>
</tr>
<tr>
<td>Tutor, Sr. Academic</td>
<td>30002421</td>
<td>Librarian</td>
</tr>
<tr>
<td>Counselor (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>10M – 30001702, 11M – 30001703, 12M – 30001704</td>
<td>Nurse</td>
</tr>
<tr>
<td>Social Worker (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>10M – 30003450, 11M – 30003451, 12M – 30003452, Hrly – 30003448</td>
<td></td>
</tr>
<tr>
<td>Licensed Specialist in School Psychology (LSSP), Title I</td>
<td>11M – 30008677, 12M – 30008678</td>
<td></td>
</tr>
<tr>
<td>Coach, Graduation</td>
<td>30002837</td>
<td></td>
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<tr>
<td>Instructional Specialist</td>
<td>11M – 30002414, 12M – 30002415, Hrly – 30002416</td>
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<tr>
<td>Teacher, AVID</td>
<td>30000820</td>
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<tr>
<td>Teacher Specialist</td>
<td>10M – 30000082, 11M – 30000770, 12M – 30001147</td>
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<tr>
<td>Teacher Development Specialist</td>
<td>11M – 30003814, 12M – 30003813, Hrly – 30003816</td>
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<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [General]</td>
<td>30000397</td>
<td>Teacher, Lead</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Math]</td>
<td>30000398</td>
<td>Teacher, Multi-grade</td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Reading]</td>
<td>30003399</td>
<td></td>
</tr>
<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [Science]</td>
<td>30003400</td>
<td>Teacher Assistant (allowable at Early Childhood Centers only)</td>
</tr>
<tr>
<td>Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)</td>
<td>30001698</td>
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<tr>
<td>Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)</td>
<td>30001701</td>
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<tr>
<td>Teacher, Coach</td>
<td>30008512</td>
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<tr>
<td>*Teacher, Class-Size, Kinder</td>
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<tr>
<td>*Teacher, Class-Size, K-ESL</td>
<td>30001376</td>
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<tr>
<td>*Teacher, Class-Size, K-Bilingual</td>
<td>30001377</td>
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<tr>
<td>*Teacher, Class-Size, ESL</td>
<td>30000553</td>
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<tr>
<td>*Teacher, Class-Size, Bilingual</td>
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</tr>
<tr>
<td>*Teacher, Class-Size Reduction [General] All grade levels</td>
<td>30001705</td>
<td></td>
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</tbody>
</table>

*Before hiring a CSR teacher, schools must first meet the State’s standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State’s standards, you may apply for a CSR teacher to meet the District’s recommended standards (i.e., K-4 = 20:1; grade 5 - 6th: 26:1; grades 6-8 - 28:1 or class load of 160 students; grades 9-12 - 30:1 or class load of 100 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.
2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State Travel</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Field Lessons</td>
<td></td>
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<tr>
<td>Contracted Services</td>
<td></td>
<td></td>
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<tr>
<td>Tutoring</td>
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<tr>
<td>Materials and Supplies</td>
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<tr>
<td>Capital Outlay</td>
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<tr>
<td>Title I Positions</td>
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