

Houston Independent School District
125 Burrus Elementary School
2021-2022 Board Goals/Goals/Measurable Objectives



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Board Goals

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


Goal 1: ELAR By May 2022, the campus will increase the Reading Performance of all students by going from 73% to 75% at the approaches level, 26% to 31% at the meets level and 7% to 12% at the masters level.


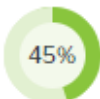




Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: All ELAR teachers will engage in key professional development and training to increase instructional toolbox in delivering targeted instruction to all students; to increase student achievement in fluency, comprehension and informational text.

Evaluation Data Sources: Grade Level Meeting, Data Conferences, Weekly Lesson Plans, formal/informal assessments, content agenda and PLC minutes, modeling through at bats, faculty meeting facilitation.

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Create and track formal/informal assessments, benchmarks, and use data to target high needs areas and effectively plan instruction based on ELAR TEKS objectives.</p> <p>Strategy's Expected Result/Impact: Track and review Every 2-6 weeks; BOY to MOY, DLA to EOY. STAAR results and other campus data used to measure growth and progress in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Reading Interventionist, Lead Reading Teacher, all Reading teachers.</p> <p>Action Steps: Create common assessment and benchmarks based on assessed TEKS, use data profile to backwards plan SIP goals and drive tutorials.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: TEKS Flip Chart - 1991010001 - General Fund - Regular Program - \$1,400</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  <p>40%</p> | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 2: Focus on building student fluency, comprehension, and familiarity with informational text through targeted intensive in school and after school tutorials. Students will also be engaged during additional 90 minute weekly push-in small group intervention.</p> <p>Strategy's Expected Result/Impact: intervention and additional instructional time will direct effect student achievement and progress on formal assessments. Student to show meaningful progress to wards mastery of skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Reading Interventionist, Lead Reading Teacher, all Reading teachers.</p> <p>Action Steps: Analyze data and identify targeted high needs areas of instruction. Provide lesson plans and structure to meet student learning gaps.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: After School Tutorials - 2110000000 - Title 1 Basic Programs - \$38,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Share best practices and ELAR strategies in PLC on leveraging independent reading.</p> <p>Strategy's Expected Result/Impact: Intervention and additional instructional time will directly effect student achievement and progress on formal assessments. Students will show meaningful progress towards mastery of skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Reading Interventionist, Lead Reading Teacher, all Reading teachers.</p> <p>Action Steps: Track and review every 2-6 weeks; BOY to MOY, DLA to EOY. STAAR results and other campus data used to measure growth and progress in student achievement.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |


Measurable Objective 1 Problems of Practice:





| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |

Measurable Objective 2: ELAR teachers will use data to drive in class intervention support for students and monitor student data to support goal achievement

Evaluation Data Sources: Data Conferences, formal/informal assessments, content agenda and PLC minutes, small group intervention tracker

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Small group intervention and in class support during instructional block</p> <p>Strategy's Expected Result/Impact: Students work in small group with teacher. Teacher responds to student misconceptions and reteach concepts to aid in student understanding and increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Reading Interventionist, Lead Reading Teacher, all Reading teachers.</p> <p>Action Steps: Track the results of small group intervention to determine next steps for student understanding</p> <p>Funding Sources: TEKS Flip Charts - 1991010001 - General Fund - Regular Program - \$1,400</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






Measurable Objective 2 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |

Measurable Objective 3: All ELAR teachers will devote dedicated time for students to engage in independent reading based on reading level, interest or genre.

Evaluation Data Sources: Small group intervention tracker, student data conferences, formal/informal assessments, content agenda and PLC minutes, small group intervention tracker

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will incorporate independent reading time within the instructional block to increase reading stamina</p> <p>Strategy's Expected Result/Impact: Student reading stamina will increase which will also yield an increase reading level</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Reading Interventionist, Lead Reading Teacher, all Reading teachers.</p> <p>Action Steps: All classroom libraries will be organized by reading level. Best practice for independent reading will be shared during PLC as well as Open Labs.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Measurable Objective 3 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |

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: By the end of May 2022, Math student performance will increase at the approaches level from 65% to 70%, will increase from 19% to 25% at the meets level and 7% to 12% at the masters level.







Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Growth on HISD math snapshots and grade appropriate assessments will be monitored and documented from BOY, MOY, and to EOY with a focus on increasing the percent of students at the Approaches, Meets, and Master levels.

Evaluation Data Sources: HISD Snapshot, District Level Assessments, and classroom CFU assessments will be reviewed and monitored throughout the school year.

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Third through fifth grade students will participate in math interventions with in-school pull outs and after-school tutorials.</p> <p>Strategy's Expected Result/Impact: intervention will directly target student gaps based on data, and use additional instructional time to review high needs concepts to close math gaps in learning. Students will show growth in understanding leading to mastery on forthcoming assessments.</p> <p>Staff Responsible for Monitoring: Lead Math Teacher, Instructional Coordinator, Teacher Specialist, Principal</p> <p>Action Steps: Students will attend small group interventions with their content area teachers. Teachers will work with TIER III students on more intensive small group instruction to address any skill deficit. Students will be assessed with the BOY Ren. 360. Students will be grouped by Ren. 360 data. Teachers will utilize Start of School data from previous school year.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 2: All teachers will use manipulatives and pictorial models to represent math concepts and differentiate instructional strategies to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: As scholars become more familiar with using multiple ways to solve problems through identifying pictorial models, there will be activated growth in progress monitoring check for understandings (2-4 weeks), snapshot assessments, TEA interim assessments, and formal/informal assessments.</p> <p>Staff Responsible for Monitoring: Teacher, Lead Math Teacher, Instructional Coordinator, Special Education Chairperson, Teacher Specialist, Principal</p> <p>Action Steps: Teachers will gather and model throughout instruction continually with manipulatives and pictorial models and representation to communicate concepts to students. In the virtual environment, students will gather manipulatives from home to connect concepts to real world learning.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: PreK through 3rd grade teachers will incorporate reading concepts into math instruction to build on problem solving and word problems.</p> <p>Strategy's Expected Result/Impact: Students build on fluency and ability to identify need information to solve critical word problems. As students grow, they will be able to identify key vocabulary,</p> <p>Staff Responsible for Monitoring: Teacher, Lead Math Teacher, Instructional Coordinator, Teacher Specialist, Principal</p> <p>Action Steps: Teachers will gather literacy tools which include math concepts and plan activities which promote using multiple skills to connect and solve. Targeted activities will be provided to connect learners to skills; teachers collaborate in PLCs.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Measurable Objective 1 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |

Measurable Objective 2: All math teachers will deliver with fidelity the 90 minute math block to support students conceptual development and increase mathematical fluency

Evaluation Data Sources: HISD Snapshot, District Level Assessments, and classroom CFU assessments will be reviewed and monitored throughout the school year

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Best practices for math will be shared during weekly PLC meetings and Open labs and teachers will practice strategies during AT Bat sessions.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and student mathematical fluency</p> <p>Staff Responsible for Monitoring: Lead Math Teacher, Instructional Coordinator, Teacher Specialist, Principal</p> <p>Action Steps: Teachers will meet weekly during PLC meetings to gain an understanding of Best Practices for Math and practice strategies to receive feedback before delivering instruction.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |






Measurable Objective 2 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |

Measurable Objective 3: Teachers use the Rigor Readiness protocol to engage in the backwards design process for instructional planning.

Evaluation Data Sources: HISD Snapshot, District Level Assessments, and classroom CFU assessments will be reviewed and monitored throughout the school year, lesson plan, instructional block alignment

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will review curriculum CFUs, district snapshot outlines, and campus common assessments prior to planning for instruction</p> <p>Strategy's Expected Result/Impact: Instruction aligned to the level of rigor revealed in assessment items</p> <p>Staff Responsible for Monitoring: Lead Math Teacher, Instructional Coordinator, Teacher Specialist, Principal</p> <p>Action Steps: Teachers will meet in PLC meetings to review CFUs and assessment items and use the Rigor Readiness Protocol to determine the level of thinking required, knowledge and skills required for student mastery.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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 3 Problems of Practice:

| Student Learning |
|--|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |

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: By May 2022, the campus will increase the STAAR overall score from 70% to 75% in Domain 1.







Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By May 2022, all teachers will backwards plan assessments and instruction in alignment with benchmark standards, actively participate in PLC and campus data meetings, and participate in and apply professional development that assists in reaching the needs of students in special education.

Evaluation Data Sources: Benchmark Assessments
 STAAR Assessments
 Sign-in sheets
 PLC Agendas
 Teacher's Lesson Plans
 Student Assessment Data
 Professional development artifacts

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Create formative and summative assessments that align with benchmark standards and plan instruction using the backwards design model.</p> <p>Strategy's Expected Result/Impact: Students' average scores on assessments increase in proficiency and will inform instruction to the point of student mastery of skills needed on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Williams Teacher Specialist Mackey Instructional Coordinator Brewer Reading Interventionist Willis Magnet Coordinator Green Core Teachers</p> <p>Action Steps: 1. Identify benchmark standards 2. Create formative and summative assessments aligned to benchmark standards 3. Create lessons and activities that promote mastery of skills</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 2: Use and share experiences of current best instructional practices during PLC and data meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will become well-informed and well-practiced in instructional best practices to contribute to student achievement</p> <p>Staff Responsible for Monitoring: Principal Williams Teacher Specialist Mackey Instructional Coordinator Brewer Reading Interventionist Willis Magnet Coordinator Green Core Teachers</p> <p>Action Steps: 1. Schedule weekly PLC grade level and department meetings 2. Create an at-bat calendar for teacher presenters 3. Offer weekly open labs for teachers to receive instructional modeling, practice their craft, and offer/receive feedback from their team members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide access to professional development opportunities that specifically address differentiated instruction for special education learners.</p> <p>Strategy's Expected Result/Impact: SPED students will receive an airtight system of effective, differentiated instruction and above-average support</p> <p>Staff Responsible for Monitoring: Principal Williams Teacher Specialist Mackey Instructional Coordinator Brewer Reading Interventionist Willis Magnet Coordinator Green Core Teachers</p> <p>Action Steps: 1. Create a calendar of PD offerings specifically addressing the instruction of SPED students 2. Monitor SPED student progress with SPED data tracker 3. SPED instructional strategies reviewed weekly during grade-level meetings</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:

| Student Learning |
|--|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |

Student Learning






Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. **Root Cause:** Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.

Perceptions

Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. **Root Cause:** Retraining teachers on effective planning process that lead students to mastery of objectives.

Measurable Objective 2: All teachers will track and monitor interventions and plan effective Tier 1 instruction to meet the needs of diverse learning in every classroom

Evaluation Data Sources: Small group binder, assessment data, small group intervention tracker

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will track a monitor student data following major assessments, identify student needs by groups and record in small group binder</p> <p>Strategy's Expected Result/Impact: Increase student achievement by providing small group instruction to address student misconceptions and increase student understanding of concepts and skills.</p> <p>Staff Responsible for Monitoring: Principal Williams, Teacher Specialist Mackey, Instructional Coordinator Brewer, Reading Interventionist Willis, Magnet Coordinator Green, Core Teachers</p> <p>Action Steps: Analyze assessment data to determine student misconceptions, group students based on student needs, reteach in small group to increase student understanding</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2 Problems of Practice:






Student Learning

Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. **Root Cause:** Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.

Measurable Objective 3: Teachers will utilize effective resources to design effective tier 2-3 interventions and track student progress

Evaluation Data Sources: Small group binder, assessment data, small group intervention tracker, REN360 data

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will provide student interventions during instructional block, support staff will provide push in and pull out support.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement by grouping students based on individual needs and misconceptions</p> <p>Staff Responsible for Monitoring: Principal Williams, Teacher Specialist Mackey, Instructional Coordinator Brewer, Reading Interventionist Willis, Magnet Coordinator Green, Core Teachers</p> <p>Action Steps: All students will be administered Ren360 screener. Teachers will use data to identify tier II and III students and group students for small group intervention</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 3 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |

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


Goal 1: CLOSING THE GAPS







Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By May of 2022, 80% of special education students will meet or excel their individual growth measured as determined by STAAR.

Evaluation Data Sources: Universal Screener
 Progress Monitor Tool
 Benchmark Running Records
 Ontrack (Teacher Made Assessments)

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Provide students with intervention classes in reading and math as well a co-facilitation in accountability areas. We also offer a reading intervention class for in-school tutoring and after school tutoring to support student achievement.</p> <p>Strategy's Expected Result/Impact: By May 2022 students will increase on the Meet Level on STAAR from 17% to 21% and increase on the Masters Level on STAAR from 0% to 5%. Students will show progress on their Universal Screener Assessments, Snapshots, and Benchmark Running Records</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist Instructional Coordinator Teacher Assistant SPED Chairperson SPED Teachers</p> <p>Action Steps: Create master schedule with intervention classes for reading and math Create co-teacher master schedule Create reading intervention classes for dyslexic students.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 2: Provide professional development training for Special Education and regular classroom teachers. We on-going training for teachers serving dyslexic students.</p> <p>Strategy's Expected Result/Impact: By May 2022 students will increase on the Meet Level on STAAR from 17% to 21% and increase on the Masters Level on STAAR from 0% to 5%. Students will show progress on their Universal Screener Assessments, Snapshots, and Benchmark Running Records</p> <p>Staff Responsible for Monitoring: 1. Teacher Assistants 2. SPED Chairperson 3. Administrative Team</p> <p>Action Steps: 1. Small Group Interventions Training for SPED teachers 2. SPED Update at the beginning of the year. 3. Small Group Instruction for General Ed teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: We will provide extra support co-teacher to serve special education students in the classroom.</p> <p>Strategy's Expected Result/Impact: By May 2022 students will increase on the Meet Level on STAAR from 17% to 21% and increase on the Masters Level on STAAR from 0% to 5%. Students will show progress on their Universal Screener Assessments, Snapshots, and Benchmark Running Records</p> <p>Staff Responsible for Monitoring: 1. Teacher Assistants 2. Special Ed Chairperson 3. Administration Team</p> <p>Action Steps: 1. Create co-teacher schedule for inclusion setting 2. Create master schedule with resource reading and math classes</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:


| Student Learning |
|---|
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |


Perceptions


Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. **Root Cause:** Retraining teachers on effective planning process that lead students to mastery of objectives.


Measurable Objective 2: Teachers will track and monitor interventions provided to special populations to meet the needs of diverse learners


HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: All classroom teachers will use consistently provide accommodations and modifications required for each special education student and provide rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor and track student progress during small group instruction. Student misconceptions address and students will be lead to mastery of identified concepts and skills.</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist Instructional Coordinator Teacher Assistant SPED Chairperson SPED Teachers</p> <p>Action Steps: During PLCs and content area meetings, teachers will use IEPs to ensure the proper modifications are being provided and students are participating in intervention that promotes positive student achievement. Teachers will meet frequently to discuss student progress.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 2 Problems of Practice:






Student Learning

Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. **Root Cause:** Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.

Measurable Objective 3: Students will meet or exceed their individual growth measures as determined by STAAR.

Evaluation Data Sources: CFUs, formative and summative assessment data, STAAR data

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will provide small group intervention blocks built into the instructional day and pull outs will be provided as needed</p> <p>Strategy's Expected Result/Impact: Student individual needs will be met based on data</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist Instructional Coordinator Teacher Assistant SPED Chairperson SPED Teachers</p> <p>Action Steps: Teachers will meet in PLCs to determine common student misconceptions and determine best practices for reteaching misconceptions.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 3 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |



Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE The percentage of ADA student attendance will be at or above 96%.

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

Measurable Objective 1: To increase attendance to 96% by May 2022, monitor attendance weekly by grade level and total school attendance.

Evaluation Data Sources: Student attendance data, individual class data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Frequent follow up, via multiple platforms and mediums, sent to parents of students with three or more unexcused absences and/or frequent attendance patterns. Attendance referrals will be initiated for students with more than five unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increase consistent student on-time attendance to school and participation in daily instructional activity.</p> <p>Staff Responsible for Monitoring: Teacher, Administrative Assistant, Campus Clerks, Teacher Assistants, Student Information Representative, Wrap Around Resource Specialist, Magnet Coordinator, Principal</p> <p>Action Steps: Teaching assistant and campus clerks are reaching out to parents daily to aide in virtual log in for attendance. The registrar will monitor students will multiple absences and will generate notification letters to the parents. Wrap around specialist will connect families struggling with attendance issues with appropriate services. Provide students with incentives for attendance and being on time.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: Student Incentives - 1991010001 - General Fund - Regular Program</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implementation of attendance contracts for students who miss more than 3 days of school a year.</p> <p>Strategy's Expected Result/Impact: Increase consistent student on-time attendance to school and participation in daily instructional activity.</p> <p>Staff Responsible for Monitoring: Teacher, Administrative Assistant, Campus Clerks, Teacher Assistants, Student Information Representative, Wrap Around Resource Specialist, Magnet Coordinator, Principal</p> <p>Action Steps: Review/revisit attendance contract and integrate plan of action for follow up. Run reports weekly for students who pass attendance threshold.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 3: Identify, track, and conduct home visits for students with 5 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increase consistent student on-time attendance to school and participation in daily instructional activity.</p> <p>Staff Responsible for Monitoring: Teacher, Administrative Assistant, Campus Clerks, Teacher Assistants, Student Information Representative, Wrap Around Resource Specialist, Magnet Coordinator, Principal</p> <p>Action Steps: Run reports weekly for students who pass attendance threshold. Create parent contact log for absent students. Conduct home visits and follow up and monitor via an attendance tracking log for home visits.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:

| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Reduce the number of out of school suspensions

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

Measurable Objective 1: Teachers will implement a discipline management system inclusive of incentive rewards to decrease the number of out of school suspensions an office referrals.

Evaluation Data Sources: Office referrals, suspension data, conduct cards, IAT referrals

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will implement SEL component daily to build relationship and promote a positive classroom environment. Teachers will monitor individual students' conduct with a daily conduct sheet to the parents.</p> <p>Strategy's Expected Result/Impact: The number of office referrals and out of school suspensions will decrease.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Instructional Coordinator, Reading Interventionist, Classroom Teacher</p> <p>Action Steps: Teachers will be provided daily SEL questions and activities each month. Teachers are to monitor their individual students' conduct with a daily conduct sheet to the parents. Teachers will develop an incentive program appropriate for their grade level. Students will be informed on how the system works and how they can earn incentives. Students rewarded for continued positive behavior.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 1 Problems of Practice:






| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Increase awareness and prevention of bullying, cyberbullying, and social emotional awareness.

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

Measurable Objective 1: Classroom teachers will provide SEL lessons on bullying, cyber bullying and social emotional awareness.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will build positive student-student interactions</p> <p>Strategy's Expected Result/Impact: Decrease of the number of bullying incidents</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Instructional Specialist, Reading Interventionist, Classroom Teacher</p> <p>Action Steps: Teachers will use SEL lessons to address emotional needs of students, build cultural awareness, establish appropriate interactions between students and the importance of proper behavior as it relates to bullying and interacting with one another.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 1 Problems of Practice:

| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |






Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: All special education students will be provided with consistency their accommodation and modifications identified in their IEP.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: Teachers will regularly and routinely provide students with accommodations and modifications identified in their IEP to support them with accessing the grade level curriculum.

Evaluation Data Sources: CFUs, summative and formative assessments, accommodations tracking sheet

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will use IEP to monitor, track, and identify needed intervention to address instructional gaps</p> <p>Strategy's Expected Result/Impact: Special education students will meet or exceed their individual growth measures as determined by STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Instructional Coordinator, Magnet Coordinator, Reading Interventionist</p> <p>Action Steps: During PLCs and content area meetings, teachers will use IEPs to ensure the proper modifications are being provided and students are participating in intervention that promotes positive student achievement. Teachers will meet frequently to discuss student progress.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |






Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.: During the 2021-2022 school year, the percentage of special population groups identified as Meets Standard In reading and math for STAAR 2021 will increase by 5 percentage points.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Teachers will identify TEKS in which to help GT students excel in . Teachers will develop a calendar of events for which to implement projects throughout the school year.

Evaluation Data Sources: Special population sub group data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: All classroom teachers will provide G/T students with rigorous assignments and projects.</p> <p>Strategy's Expected Result/Impact: Seventy-five percent (75%) of students identified as G/T will achieve at the "Masters" level on STAAR. All special population subgroups (EL, Economically Disadvantaged, Dyslexia, At-Risk, etc.) will be expected to show annual growth.</p> <p>Staff Responsible for Monitoring: Principal, GT Coordinator, Instructional Specialist, Instructional Coordinator, Magnet Coordinator</p> <p>Action Steps: Teachers provide extended writing opportunities, hands on activities, and projects that connect to real world to promote deeper engagement and understand of taught skill. Students given the option to present with PowerPoint, Prezzi, and/or other tools to teach back skills covered in class.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 1 Problems of Practice:

| Student Learning |
|---|
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: To increase family and community involvement by 10%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: We will increase family and community engagement by 10% and to inform parents on the academic needs of their student.

Evaluation Data Sources: Event sign in sheets: Meet the Teacher, Open House, Principal Meetings

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 1: Parents will be provided with opportunities for follow up on instruction and any campus needs. Parents are also connected with information from local businesses and entities that can assist in community needs.</p> <p>Strategy's Expected Result/Impact: An increase family and community engagement by 10% and to inform parents on the academic needs of their student.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Instructional Coordinator, Magnet Coordinator</p> <p>Action Steps: Each grade level will conduct at least two parent meetings per year to inform parents on pertinent information for their grade level. Parents will be provided with opportunities to meet with principal to gain knowledge about campus wide expectations.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  40% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:

| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |
| Student Learning |
| <p>Problem of Practice 1: The consistent delivery of instruction of the balanced literacy block and 90 minute math block. Root Cause: Teacher content capacity and understanding of curriculum document usage.</p> |
| <p>Problem of Practice 2: Burrus earned a "D" rating for closing the achievement gaps. Root Cause: Inconsistent delivery of small group instruction to address the needs of groups of learners. Providing accommodations and modifications regularly and routinely. Incorporating the ELPS within instruction and giving students opportunities to apply speaking and writing skills.</p> |
| Perceptions |
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |

Board Goal 5: N/A - Additional Campus Goals

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 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Irma George

Estimated number of students to be screened:75

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

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: The campus will meet all requirements relating to health and medical services and follow protocols relating to COVID.</p> <p>Strategy's Expected Result/Impact: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Staff Responsible for Monitoring: Principal, School Nurse</p> <p>Action Steps: Review records regularly as it relates to screening and immunizations and provide contact tracing</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:






| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |

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

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Strategy's Expected Result/Impact: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Staff Responsible for Monitoring: Principal, School Nurse</p> <p>Action Steps: Review records regularly as it relates to screening and immunizations and provide contact tracing</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 2 Problems of Practice:






| Demographics |
|--|
| <p>Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.</p> |

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

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Strategy's Expected Result/Impact: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Staff Responsible for Monitoring: Principal, School Nurse</p> <p>Action Steps: Review records regularly as it relates to screening and immunizations and provide contact tracing</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Measurable Objective 3 Problems of Practice:

Demographics






Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. **Root Cause:** Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Strategy's Expected Result/Impact: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols.</p> <p>Staff Responsible for Monitoring: Principal, Nurse</p> <p>Action Steps: Review records regularly as it relates to screening and immunizations and provide contact tracing</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  5% | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Measurable Objective 4 Problems of Practice:

Demographics






Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. **Root Cause:** Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.

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

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

Estimated number of students to be screened:

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

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols. Strategy's Expected Result/Impact: Parents will be notified in a timely manner next steps as it relates to immunization, screening and COVID protocols. Staff Responsible for Monitoring: Nurse Action Steps: Review records regularly as it relates to screening and immunizations and provide contact tracing | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Measurable Objective 5 Problems of Practice:

| Demographics |
|---|
| Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. Root Cause: Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction. |

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

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

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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Develop and communicate plan for administering medication. Strategy's Expected Result/Impact: Plan for medication administration communicated and implemented for identified students. Staff Responsible for Monitoring: Nurse Action Steps: Identify students and communicate with teacher those students who have emergency plans | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  50% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Measurable Objective 6 Problems of Practice:

Demographics

Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. **Root Cause:** Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.

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:

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Perform routine check of AED Strategy's Expected Result/Impact: Regular maintenance performed as needed Staff Responsible for Monitoring: Nurse Action Steps: Develop a calendar to check AED monthly | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 7 Problems of Practice:

Demographics

Problem of Practice 1: Based on the data discussed, student attendance rate for the 2020-2021 school year was 91.5%. This was a 5% decrease from the 2019-2020 school year in which the attendance rate was 96%. **Root Cause:** Student low attendance factors attribute to COVID ,contact tracing and virtual learning. Students not consistently attending during virtual instruction.

Board Goal 5: N/A - Additional Campus Goals






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

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

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

Measurable Objective 1: All students will participate in physical activity daily

Evaluation Data Sources: Data tracking by gymnastics teacher

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: Gymnastics teacher will monitor student overall fitness by tracking their progress for assigned physical fitness activities.</p> <p>Strategy's Expected Result/Impact: All students will show progress over time with each physical activity. Students will receive an awareness of the importance of health and fitness to quality of life.</p> <p>Staff Responsible for Monitoring: Gymnastic Teacher, Principal</p> <p>Action Steps: Track fitness of students and progress over time.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  10% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 1 Problems of Practice:

| Perceptions |
|--|
| <p>Problem of Practice 1: Teacher failure to routinely and consistently follow the lesson cycle and aligning instruction strategies and activities to daily objectives. Root Cause: Retraining teachers on effective planning process that lead students to mastery of objectives.</p> |

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)