Houston Independent School District

248 Sutton Elementary School

2022-2023 Campus Improvement Plan
Mission Statement

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

Vision

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

Core Beliefs

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• Commitment to providing exceptional, educational experiences to all students.
• Collaboration among teachers and parents who are equal partners in their children’s educational endeavors.
• Celebration of diversity and student growth.
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Comprehensive Needs Assessment
- Needs Assessment Overview

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

State Compensatory
- Budget for 248 Sutton Elementary School
- Personnel for 248 Sutton Elementary School

Title I
- 1. Comprehensive Needs Assessment (CNA)
- 1.1: Comprehensive Needs Assessment
- 2. Campus Improvement Plan
- 2.1: Campus Improvement Plan developed with appropriate stakeholders
- 2.2: Regular monitoring and revision
- 2.3: Available to parents and community in an understandable format and language
- 2.4: Opportunities for all children to meet State standards
- 2.5: Increased learning time and well-rounded education
- 2.6: Address needs of all students, particularly at-risk
- 3. Annual Evaluation
- 3.1: Annually evaluate the schoolwide plan
- 4. Parent and Family Engagement (PFE)
- 4.1: Develop and distribute Parent and Family Engagement Policy
- 4.2: Offer flexible number of parent involvement meetings
Comprehensive Needs Assessment

Needs Assessment Overview

Sutton Elementary is a very diverse campus located in the Southwest part of Houston with an expected enrollment of 1050 students who speak 40 different languages. Disaggregated student data by ethnicity shows Hispanic (72.86%), Asian (11.5%), White (5.41%), Black/African American (9.14%), American Indian/Alaskan (0.29%) and two or more races (0.79%). Disaggregated data by program shows Emergent Bilinguals 73.5%, Bilingual 47.59%, Gifted and Talented 6%, Special Education (SPED) 8.06%, and Dyslexia 1.46%. Sutton offers 4 language acquisition programs: Bilingual (Spanish-English), Bilingual Transitional, English as a Second Language, and Regular English. 94.8% of the students enrolled at Sutton are considered At-Risk and/or Economically Disadvantaged. 14.33% of the student population is immigrant and 2% are coded as Homeless.

Sutton elementary has 61 teachers (Female (88.5%), Male (11.5%). Disaggregated teacher data by ethnicity shows Hispanic (59%), White (23%), Asian (6.6%), African American (9.8%) and two or more races (1.6%). Teacher data disaggregated by years of experience shows beginning (0%), 1-5 years (27.9%), 6-10 years (16.4%), 11-20 years (24.6%), 21-30 years (26.2%), and 31 and above (4.9%). The average years of teaching experience is 13.7 years.

According to the 2022 accountability data Sutton Met Standard in all three Domains on the State of Texas Assessment of Academic Readiness (STAAR) 2022: Student Achievement (72, C), School Progress (94, A), and Closing the Gaps (79, C). Sutton received an overall rating of an A (90). This was an improvement from the 2019 accountability rating of a B (85). Sutton also acquired two out of six possible Distinction Designations: Academic Achievement in Mathematics and Top 25 Percent Comparative Academic Growth. The Special Education and Emergent Bilingual student groups met all state targets in Domain 1 and academic achievement as measured by the number of students scoring at the Meets Grade Level Standard. It was expected that the GT student group would perform at the highest level in 2022 (90%-100% Masters Level). However, only 64.28% of the GT scored at the Masters Grade Level in Reading and 66.07% scored at the Masters Grade Level in Math. State accountability data dissagregated by ethnicity shows that the Asian student group has missed the targets in three indicators (Academic Achievement in Reading and Math and Student Success) for three consecutive years. As a result, Sutton has been identified for targeted support and improvement despite the overall A rating. State targets for the Asian sub group are high compared to other groups. For Academic Achievement which is measured by the number of students scoring at the Meets Grade Level, the state target is Reading (74%) and Math (82%). Sutton data shows Reading (46%) and Math (48%). For Student Success (Domain 1 STAAR Component Only), the state target for the Asian subgroup is 73. Sutton data shows 46. For Academic Growth, the state target for the Asian subgroup is Reading (77) and Math (86). Sutton data shows the Asian subgroup scored Reading (85) and Math (96) and exceeded state target by 8 and 10 points respectively for Math and Reading. While our data shows we are doing a great job with growing these students, more work is needed in ensuring that they are scoring at high levels. Majority of the Asian students enrolled at Sutton come in as newcomers and are either refugees or asylees from Afghanistan with either interrupted or no formal schooling and require a lot of language and socio-emotional supports to be successful in school. This year we hope to build on the tremendous growth they have made in the past year as a bridge to scaffold their learning to higher levels of achievement.

Overall, the STAAR scores increased significantly in all content areas when compared to 2021. The number of students meeting standard on STAAR increased by 9.8% points from 53.2% to 62.8% in Reading. In Math, the scores increased by 19 percentage points from 45.7% to 64.7% and in Science the scores increased by 18.9% points from 35% to 53.9%. Sutton administered a total of 1008 STAAR tests in Grades 3, 4 and 5 during the spring of 2022 (all subjects all subgroups). From the total of tests, 31% of the students Did Not Meet standard in one or more tests compared to 25% in 2021, 40% (408) at the Masters Grade Level compared to 36.9%. SPED students that took the STAAR test did not perform well though they met their state target. 83.7% of SPED students Did Not Meet the standard, 12,8% performed at the Approaches Grade Level standard, and Science (77.4% Approaches, 18% Meets and 8.5% Masters). In 2022, GT students performed better than in 2021 as follows: 5% Did Not Meet the standard compared to 15.4%, 15% performed at the Approaches Grade Level standard compared to24.8%, 22.1% were at the Masters Grade Level compared to 22.9%, and 59% scored at the Masters Grade Level standard compared to 36.9%. SPED students that took the STAAR test did not perform well though they met their state target. 83.7% of SPED students Did Not Meet the standard, 12,8% performed at the Approaches Grade Level standard, 1.71% at the Meets...
Grade Level and 1 SPED student (0.8%) performed at the Masters Grade Level standard. Sutton celebrates that 100% of the students in SPED that took the STAAR ALT passed the Reading, Science and the Math sections of the test at the Satisfactory level. The goal this year is to ensure that many of them score at the Accomplished level.

Sutton elementary serves a large population of Emergent Bilingual (EB) students (73.5%). The language proficiency levels of EBs is measured by the Texas English Language Proficiency Assessment System (TELPAS). Students are expected to make a one year’s growth in language proficiency. According to the 2022 TELPAS data, 50% of the students showed growth. Sutton superseded the growth expectation of 39% showing growth on a campus. In the year 2021, 45% of students showed growth on the TELPAS. This year’s data shows a 5% point increase in the number of students showing growth. Our campus goal is to increase the number of students showing growth on the TELPAS by at least 5% points from 50% to 55%.

The Reading levels of students in grades K to 3rd as measured by the 2022 End Of Year (EOY) Benchmark Running Records (BRR) showed that 40% of the Kindergarten students met the expectation; 41% of the 1st Grade students reached the expected level when compared to 19% at the Beginning of the Year (BOY) BRR administration; 35.55% of 2nd Grade students met the expectation, and 43% of 3rd Grade students met the expected level. Overall 40% of K-3 students scored on grade level in Reading as measured by the BRR. Pre-Kindergarten (PK) attainment in Reading and Math is measured by CIRCLE assessment. The 2022 EOY CIRCLE showed that 76% of PK Regular/ESL students were on Track in phonological awareness, while only 34% were on Track in rapid vocabulary. 83% of Bilingual PK students were on Track in phonological awareness, while 68% were on Track in rapid vocabulary. On the EOY CIRCLE Math, 82% of the Regular/ESL students were on Track, while 98% of the Bilingual students scored On Track.

Overall, Sutton accountability data shows that academic growth is a strength. However for the 2022-2023 School year, the focus will go beyond growth to delivering a rigorous instruction that will enable students to not only meet standard on the STAAR, but to also score at or above the Meets Grade Level Standard. More work is needed in closing the gaps by providing a differentiated instruction that meets the needs of the diverse groups represented on campus.

Measurable Objectives for School Year 2022 - 2023:

This year we have set a goal of at least 5 percentage points increase in the number of students scoring at or above grade level in Math and Reading between Spring 2022 to Spring 2023. The percentage of students scoring at or above the Meets Grade Level standard on STAAR for grade 3 through grade 5 shall increase by five percentage points from 39% to 44% in Reading and from 35% to 40% in Math between Spring 2022 to Spring 2023. Also, it is expected that the percentage of students in grades Kindergarten to 5th reading at or above grade level as measured by our Campus Based Assessments and Benchmark Running Records shall increase by at least five percentage points between BOY administration to EOY administration. To achieve this goal by Spring 2023, the percentage of students in PK-5 reading and writing with fluency and comprehending grade level text will increase by 5% points quarterly. The percentage of students PK-3 mastering phonemic and phonological awareness, phonics and Concepts About Print Skills (CAPS) will increase by 5% points quarterly. The percentage of students PK-5 scoring at or above grade level standard on math on benchmark and district assessments will increase by 5% points quarterly. The percentage of SPED students scoring at or above the Meets grade level standard on benchmark and district assessments will increase by 5% points quarterly. 100% of teachers will create and monitor weekly exit tickets using OnTrack. 100% of the teachers will also receive ongoing research based professional development to implement an effective balanced literacy and math block. 100% of teachers, teacher assistants, and administrators will receive research based professional development in strategies for working with Emergent Bilingual students, GT students, and students with disabilities.

In addition to the academic goals, Sutton aims to address discipline and attendance in the 2022-2023 school year. There has been a serious drop in the Average Daily Attendance since the pandemic from 95% in 2020-2021 to 92.5% in the 2021-2022 school year. Sutton aims to increase the average daily attendance from 92.5% to at least 95% between Spring 2022 to Spring 2023. Discipline at Sutton is not a major problem. However, a lot of students struggled with a lot of socio-emotional issues due to the pandemic on return to in person instruction in the past school year. Sutton will aim to reduce the number of out of school suspensions from 0.5% to 0.3% and the number of in school suspensions from 1.25% to 0.75% as measured by the ratio of the total out of school and in-school suspensions versus the total number of students.

In order to close gaps, reduce the learning loss due to the COVID-19 pandemic, and ensure that all students are achieving at higher levels, Sutton will aim to provide a high quality tier 1 instruction in addition to the following strategic actions: 1) implement and monitor a school-wide daily intervention time in every classroom to personalize and differentiate instruction based on data; 2) implement the District-wide Literacy by 3 program and literacy across all content areas; 3) Provide multiple opportunities for students to participate in after school programs that target their specific needs (tutorials, corrective reading, GT enrichment programs, soccer, chess club, math club, gardening, Name that Book, University Interscholastic League (UIL), gymnastics, art, drums, running, Martin Luther King Speech Contest, band, choir, science fair, GT expo, future doctors and Zumba); 4) implement a consistent formative assessment program every 3 weeks followed by data digs to monitor student progress (common benchmark assessments, District Math Formative Assessments, Benchmark Running Records in Reading, Renaissance 360 Progress Monitoring, CIRCLE, Texas Kindergarten Entry Assessment (TX KEA), English Language Development for
Emergent Bilingual students and Texas Education Agency interim assessments); 5) implement a pull-out program for Dyslexia, and Emergent Bilingual students that are in year 1 or year 2; 6) make science learning visible by implementing Science Lab with fidelity; 7) implement a campus wide assessment through technology plan to prepare students for STAAR 2.0; 8) implement a professional development plan for administrators, teachers, teacher assistants, and parents to build capacity for technology integration, English Language Proficiency Standards (ELPS) integration, Social Emotional (SEL) integration, Universal Design for Learning, House Bill-3 Reading Academy, increasing rigor during instruction, differentiation, Best Practices for SPED instruction, and Data-Driven decision making; 9) implement Professional Learning Communities on a weekly basis to focus on Data-analysis, planning, rigor readiness and instructional best practices; 10) implement with fidelity Guided Reading and Guided Math to provide differentiated instruction to target specific individual student needs; 11) implement a school-wide college and career readiness program that includes college fieldtrips, college awareness days, classroom college corner, Advancement Via Individual Determination (AVID), and career readiness story time; 12) implement a school-wide student engagement plan to track student attendance and participation in learning. At risk program administrator to conduct home visits; 13) implement a school-wide SEL program to include Capturing Kids Hearts, and a Social Worker/Wraparound Specialist/Communities In Schools and School Nurse to work in partnership to address students’ non-academic needs.
Priority Problems of Practice

**Problem of Practice 1**: Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level.

**Root Cause 1**: Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports

**Problem of Practice 1 Areas**: Student Learning

**Problem of Practice 11**: Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years.

**Root Cause 11**: After the pandemic there was an increase of social and emotional concerns.

**Problem of Practice 11 Areas**: School Processes & Programs

**Problem of Practice 3**: Science: As measured by STAAR 2021-2022, 27% of students performed at or above meets standard on science.

**Root Cause 3**: Lack of practical application of science concepts in a science lab.

**Problem of Practice 3 Areas**: Student Learning

**Problem of Practice 4**: Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention.

**Root Cause 4**: ESL students were affected on Math skills after the pandemic.

**Problem of Practice 4 Areas**: Student Learning

**Problem of Practice 6**: Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations.

**Root Cause 6**: After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels.

**Problem of Practice 6 Areas**: Student Learning

**Problem of Practice 5**: Math: As measured by STAAR 2021-2022, 35% of students in grades 3-5 did not meet standard.

**Root Cause 5**: Lack of concrete models to support math instruction

**Problem of Practice 5 Areas**: Student Learning

**Problem of Practice 2**: LEP: As measured by TELPAS 2021-2022, 6 students exited bilingual and ESL programming.

**Root Cause 2**: Due to the lack of structured conversation, and extra time accommodations.

**Problem of Practice 2 Areas**: Student Learning
Problem of Practice 7: LEP: As measured by TELPAS 2021-2022, 37 students in grades 3-5 did not exit LEP status because of speaking. They achieved advanced high in other qualifying areas.

Root Cause 7: Due to the lack of structured conversation and practice in the classroom.

Problem of Practice 7 Areas: Student Learning

Problem of Practice 8: SpEd: 6.7% of students reached approaces or above in reading and 3.3% of students reached approaches or above in math on STAAR 2021-2022.

Root Cause 8: Due to gaps from the effect of COVID or the pandemic

Problem of Practice 8 Areas: Student Learning

Problem of Practice 9: GT: 64.28% of GT students in grades 3-5 scored masters on reading STAAR 2021-2022.

Root Cause 9: Lack of differentiation in the classroom

Problem of Practice 9 Areas: Student Learning

Problem of Practice 10: GT: 66.07% of GT students in grades 3-5 scored masters on math STAAR 2021-2022.

Root Cause 10: Lack of differentiation in the classroom

Problem of Practice 10 Areas: Student Learning

Problem of Practice 12: SpEd- SLL: Need to increase level of rigor and student expectations so that students can be more involved in less restrictive environments.

Root Cause 12: Wide range of abilities within the classroom makes differentiation very challenging.

Problem of Practice 12 Areas: Student Learning

Problem of Practice 13: SpEd- SLL: Parents of students with significant cognitive disabilities commonly report at ARD meetings that it is difficult to support their child's academic, social, and behavioral needs at home.

Root Cause 13: General lack of knowledge about how to support children with significant cognitive disabilities.

Problem of Practice 13 Areas: Student Learning
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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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

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

Support Systems and Other Data
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
• Study of best practices
• Action research results
• Other additional data
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: The percentage of students in Reading and Writing at or above grade level as measured by the percent of students at or above the Meets Grade Level standard on STAAR for grade 3 through grade 5 shall increase by five percentage points from 39% to 44% between Spring 2022 to Spring 2023. Also, it is expected that the percentage of students in grades Kindergarten to 5th reading at or above grade level as measured by our Campus Based Assessments and BRR shall increase by at least five percentage points between BOY administration to EOY administration.

Strategic Priorities:
Expanding Educational Opportunities

Summative Evaluation: Some progress made toward meeting Goal

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

Evaluation Data Sources: Campus Base Assessments (CBA), REN360, BRR and Interim STAAR Assessments.

HB3 Board Goal
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<th>Strategy 1 Details</th>
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<td><strong>Strategy 1:</strong> Teachers will have an independent reading time embedded in their Literacy block and during the day. Students will read books virtually on MyOn, Reading A-Z, and books of their interest. <strong>Strategy’s Expected Result/Impact:</strong> It is expected that students build their reading stamina so they are able to read fluently and comprehend grade level text. <strong>Staff Responsible for Monitoring:</strong> Teachers, Reading Specialists, Interventionist, Teacher Assistants, and Tutors <strong>Action Steps:</strong> Students will read books on MyOn, Reading A-Z, and books of their interest to develop their independent reading level. The teachers will assign independent reading time and gradually increase their independent reading time and stamina. Students will be provided with a book bag where students can keep their independent reading books to read at home. <strong>Title I:</strong> 2.4, 2.5, 2.6 <strong>TEA Priorities:</strong> Build a foundation of reading and math <strong>Funding Sources:</strong> Magazines - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,300, Renaissance/MyOn - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $10,000, Teaching Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, Teaching Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000, Book Bags - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000</td>
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Strategy 2 Details

Strategy 2: Use guided reading, literature circles, and targeted small group instruction to develop students' independent reading levels and to increase reading fluency and comprehension

**Strategy's Expected Result/Impact:** The independent reading level of students in grades K-5 will increase 1-2 levels by the EOY assessments.

**Staff Responsible for Monitoring:** Teachers, Reading Specialists, Interventionist, Teacher Assistants, and Tutors

**Action Steps:** The teachers will administer CBA/Renaissance 360 to determine students BOY independent/instructional reading level. They will group their students based on their reading levels and create a schedule to meet with guided reading groups. In addition, teachers will create guided reading lessons that focus on students comprehension development. During workstations, the students will be given opportunities to develop their independent reading and fluency skills/strategies. Reading Specialists/Interventionist Literacy Teachers will provide ongoing support, feedback, and differentiated professional development virtually and face to face. Teachers will use digital resources such as Imagine Language and Literacy and Myon to supplement their teaching.

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

**Funding Sources:**
- Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900,
- Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200,
- Degreed Lecturer - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000,
- i-Ready - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $19,333

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Strategy 3 Details

Strategy 3: Implement writer's workshop and utilize a writing rubric to assess student growth

**Strategy's Expected Result/Impact:** Students are writing on grade level

**Staff Responsible for Monitoring:** Teachers, Reading Specialists, Interventionist, Teacher Assistants, and Tutors

**Action Steps:** Teachers will use a writing rubric to assess student growth. Teachers will also model writing strategies during the Writing Mini-Lesson. Students will have opportunities to write during the writing block and during other content areas. The teacher will monitor and conduct conferences to assess and provide feedback to students about their writing.

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

**Funding Sources:**
- Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900,
- Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200,
- Degreed Lecturers - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000

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Measurable Objective 1 Problems of Practice:

**Problem of Practice 1:** Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. **Root Cause:** Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports.

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

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

**HB3 Board Goal**

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| **Strategy 1:** Teachers will attend the Reading Academies and other literacy professional development in order to implement an effective literacy block that includes word study, read aloud, guided reading, independent reading and writing workshop.  
**Strategy's Expected Result/Impact:** Build teacher capacity to implement the balanced literacy block with fidelity so that all students read fluently and comprehend grade level text  
**Staff Responsible for Monitoring:** Administrative team  
**Action Steps:** Teachers will attend the Reading Academies and PD on designated dates. Administrators will track teacher's completion of trainings. Grade levels will collaborate and plan reading lessons that integrate the strategies/skills presented at the reading academies. Literacy specialists will provide support and feedback to teachers.  
**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math |
| **Strategy 2:** Teachers will conduct peer observations to learn new strategies and practices.  
**Strategy's Expected Result/Impact:** Teachers will reflect on their practices and collaborate with their colleagues to implement effective strategies that will impact student academic achievement.  
**Staff Responsible for Monitoring:** Administrative Team  
**Action Steps:** Administrators will create a schedule for peer observations. Teachers will be provided with an observation protocol. Instructional peer walkthroughs will be conducted and debriefing will take place. Feedback will be provided to the teachers.  
**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math |

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Strategy 3: Administrators will conduct coaching walkthroughs during the reading block.

**Strategy's Expected Result/Impact:** Teachers will receive modeling, coaching, and feedback to support them in implementing effective literacy routines, practices, and strategies.

**Staff Responsible for Monitoring:** Administrators

**Action Steps:** Administrators will schedule coaching walkthroughs. Teachers will receive feedback and opportunities to implement the suggested strategies.

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Measurable Objective 2 Problems of Practice:

#### Student Learning

**Problem of Practice 1:** Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. **Root Cause:** Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports.

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

**Evaluation Data Sources:** Campus Base Assessments, Renaissance 360 (BOY,MOY,EOY), CIRCLE (BOY,MOY,EOY), TX KEA, BRR and Interim Assessments

**HB3 Board Goal**
### Strategy 1 Details

**Strategy 1:** Implement a multisensory and interactive approach to phonological and phonemic awareness

**Strategy's Expected Result/Impact:** Phonological and phonemic awareness will lead to increased reading fluency and reading accuracy

**Staff Responsible for Monitoring:** Teachers, Reading Specialists, Teacher Assistants, and Tutors

**Action Steps:** Literacy Specialists will model for teachers how to teach a phonemic awareness lesson. Schedule PD and Peer Observations for teachers on how to implement a multisensory and interactive for phonological and phonemic awareness activities. Support teachers in using Curriculum Planning documents and online resources to plan lessons. Train teachers to implement Reading Mastery and Corrective Reading.

**TEA Priorities:**
Build a foundation of reading and math

**Funding Sources:** Renaissance - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $7,272.60

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<th>Reviews</th>
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### Strategy 2 Details

**Strategy 2:** Teacher assistants will work with small groups of students to provide them with targeted interventions.

**Strategy's Expected Result/Impact:** Students will increase their fluency and accuracy rate.

**Staff Responsible for Monitoring:** Teachers, Teacher Assistants, Tutors, Reading Specialists

**Action Steps:** Teachers will analyze their BOY data and group their students. Teachers will meet with teacher assistants and provide them with students data and recommended activities to work in small groups. Teacher assistants will work with the students that need support with phonemic and phonological awareness. The students data will be tracked to ensure that interventions are successful.

**TEA Priorities:**
Build a foundation of reading and math

**Funding Sources:**
- Teacher Assistants - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900
- Teacher Assistants - 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200
- Degreed Tutors - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000
- Tutors - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $3,000

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### Strategy 3 Details

**Strategy 3**: Provide teachers, teacher assistants, and tutors with professional development.

**Strategy's Expected Result/Impact**: Teachers, teacher assistants, and tutors will be able to implement strategies that will help students develop their phonemic and phonological awareness.

**Staff Responsible for Monitoring**: Reading Specialists

**Action Steps**: Reading Specialists will provide training to support teachers in implementing literacy strategies.

**TEA Priorities**: Build a foundation of reading and math


### Reviews

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**Measurable Objective 3 Problems of Practice:**

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<th>Student Learning</th>
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<tbody>
<tr>
<td><strong>Problem of Practice 1</strong>: Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. <strong>Root Cause</strong>: Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports</td>
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</tbody>
</table>
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: The percentage of students in Math scoring at Meets or above Grade Level standard on STAAR for grade 3 through grade 5 shall increase by five percentage points from 35% to 40% between the Spring of 2022 and the Spring of 2023. The percentage of students K-5 scoring at or above grade level in Math as measured by Ren 360 will increase by at least 5 percentage points between the Spring of 2022 and the Spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percent of students in grades 3-5 at or above grade level in math will increase at least by 5% quarterly as measured by Ren 360, CBA and TEA Interim Assessments.

Evaluation Data Sources: Ren 360, CBA and TEA Interim Assessments.

HB3 Board Goal

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Use problem solving board or graphic organizer during the math block and Incorporate white boards for every student to solve and check for understanding.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> It is expected that students will receive different strategies to solve problems.</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, Technology specialist, Math hourly tutors, Media Center and lead staff members.</td>
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<tr>
<td><strong>Action Steps:</strong> Provide PD to math teachers to support Guided Math instruction. Incorporate instructional strategies to help students solve problems. Teachers will incorporate Imagine Math and IXL in the classroom Teachers and administrators will plan &quot;Math Olympics&quot; , students will be able to compete solving math problems. Teachers and administrators will &quot;TEK scaffolding&quot; to remediate any math skill Teachers will incorporate a &quot;Math word of the Day&quot; as a daily routine, and the creating of a Math club.</td>
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Title 1:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

Funding Sources: Renaissance - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $7,272.60, Tutors - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $3,000, IXL - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $18,000, ECS Learning - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - $18,000, Sirius Education Solutions - 4290000000 - State Special Revenue - 6200 - Contracted Services - $14,000, i-Ready - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $19,333
**Strategy 2 Details**

**Strategy 2:** Implement the use of Problem Solving Journals as part of the Math Instructional Block to target the development of critical thinking skills as well as to increase the level of instructional rigor. Incorporate technology in daily lessons to keep students engaged, check for understanding and enhance instructional practices.

**Strategy’s Expected Result/Impact:** Students will develop critical thinking skills when solving word problems and expected to growth at least by 5% quarterly as measured by Ren 360, Campus Assessments, and TEA interim exams.

**Staff Responsible for Monitoring:** Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, Math hourly tutors, Media Center lead staff.

**Action Steps:**
- Provide PD in Problem Solving to math teachers
- Provide Problem Solving enrichment camps
- Provide support to parents to keep students engaged and participating
- Monitor student progress towards their individual goals by using student progress logs
- Appraisers will conduct weekly observations to provide constructive feedback to teachers
- Conduct PLC sessions to analyze data after each district or campus assessment

**Title I:**
- 2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**Funding Sources:**

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# Strategy 3 Details

**Strategy 3:** Teachers will target mathematical fluency and numeration in grades Pk-2nd during small groups and workstations. Use a variety of technological platforms to keep students engaged and to assess students understanding.

**Strategy's Expected Result/Impact:** It is expected that students will increase their basic math fact fluency, and increase their word problem solving skills.

**Staff Responsible for Monitoring:** Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, Math hourly tutors, Media Center lead staff member.

**Action Steps:**
- Elaborate a Campus Intervention Plan;
- Analyze different sources of data to identify students below grade level for interventions.
- Incorporate IXL Math for technology integration and math skill practice.
- Provide training to support math instruction.
- Provide interventions during regular school hours.
- Provide tutorials.
- Provide support to parents to keep students engaged and participating.
- Monitor student progress towards their individual goals by using intervention logs.
- Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers
- Conduct PLC sessions to analyze data after each district or campus assessments.

**Title I:**
- 2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math.

**Funding Sources:**
- IXL - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $18,295

## Reviews

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### Measurable Objective 1 Problems of Practice:

#### Student Learning

**Problem of Practice 3:** Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention. **Root Cause:** ESL students were affected on Math skills after the pandemic.

**Problem of Practice 4:** Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations. **Root Cause:** After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels.

**Problem of Practice 5:** Math: As measured by STAAR 2021-2022, 35% of students in grades 3-5 did not meet standard. **Root Cause:** Lack of concrete models to support math instruction.

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**Measurable Objective 2:** 100% of teachers will create and monitor weekly exit tickets using OnTrack.

**Evaluation Data Sources:** Ontrack Reports

248 Sutton Elementary School
Generated by Plan4Learning.com

Campus #248
November 17, 2022 4:42 PM

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### Strategy 1 Details

**Strategy 1**: Teachers will create "Exit Ticket" assessments align with their daily instruction, and they will discuss this data during our weekly PLC meetings.

**Strategy’s Expected Result/Impact**: Students will be assessed to check for understanding at the end of every lesson, and they will also be expose to practice taking assessments in the computer.

**Staff Responsible for Monitoring**: Appraisers, Math Instructional Specialist, Title I Coordinator, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, Math hourly tutors, Media Center lead staff.

**Action Steps**: Teachers will attend district and in-house Professional Development on designated dates. Teachers will have access to Ontrack data and they will be able to plan during PLC.

**Title I**:
2.4, 2.5, 2.6

- **TEA Priorities**:
  Build a foundation of reading and math

### Strategy 2 Details

**Strategy 2**: Teachers will use our new learning platform "Canvas" to create digital quizzes that align with the district planning guide.

**Strategy's Expected Result/Impact**: Students will be assessed to check for understanding at the end of every lesson, and they will also be expose to practice taking assessments in the computer.

**Staff Responsible for Monitoring**: Leader team, Math Instructional Specialist, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, Math hourly tutors, Media Center lead staff.

**Action Steps**: Teachers will be training during PLC to incorporate digital quizzes in Canvas, and use this data to drive their instruction.

**Title I**:
2.4, 2.5, 2.6

- **TEA Priorities**:
  Build a foundation of reading and math

### Reviews

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**Strategy 3 Details**

**Strategy 3:** Teachers from grade 2nd to 5th will be taking district assessments Online. Teachers will be modeling test taking strategies when taking an assessment in the computer.

**Strategy's Expected Result/Impact:** Students will be assessed to check for understanding at the end of every lesson, and they will also be expose to practice taking assessments in the computer.

**Staff Responsible for Monitoring:** Leader team, Math Instructional Specialist, Teacher Assistants, Classroom teachers, OnTrack-Technology specialist, Math hourly tutors, Media Center lead staff.

**Action Steps:** Teachers will be training during PLC to incorporate digital quizzes in Ontrack, and use this data to drive their instruction.

**Title I:**
2.4, 2.6

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### Reviews

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### Measurable Objective 2 Problems of Practice:

**Student Learning**

**Problem of Practice 3:** Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention. **Root Cause:** ESL students were affected on Math skills after the pandemic.

**Problem of Practice 4:** Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations. **Root Cause:** After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels.

**Problem of Practice 5:** Math: As measured by STAAR 2021-2022, 35% of students in grades 3-5 did not meet standard. **Root Cause:** Lack of concrete models to support math instruction

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**Measurable Objective 3:** 100 % of teachers will received PD training on Math best practices.

**Evaluation Data Sources:** Renaissance 360 (BOY,MOY,EOY), Campus Assessments, Circle (BOY, MOY & EOY) and KEA TX.
### Strategy 1 Details

**Strategy 1:** Teachers will receive coaching PD opportunities from appraiser and district trainings on math strategies

**Strategy's Expected Result/Impact:** Increase PK-5 students' math fluency and numeration

**Staff Responsible for Monitoring:** Dean of Instruction, Math Teacher Specialist, PK-2 Grade Level Administrators, Teacher Assistants, Math Hourly Tutors

**Action Steps:**
- Analyze different sources of data to identify students below grade level for interventions
- Provide PD to math teachers.
- Provide face-face interventions during regular school hours.
- Provide tutorials.
- Provide support to parents to keep students engaged and participating.
- Monitor student progress towards their individual goals by using intervention logs.
- Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers.
- Conduct PLC sessions to analyze data after each district assessment.

### Title I:

2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**Funding Sources:**
- Renaissance - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $3,000, Tutors
- 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $3,000, Teaching Assistants
- 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $66,900, Teaching Assistants
- 1991010006 - General Fund - Bilingual - 6100 - Payroll - $89,200, Degreed Lecturers
- 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $40,000

### Reviews

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### Strategy 2 Details

**Strategy 2:** Teachers will have the opportunity to do "Peer Observations" and reflect during coaching sessions on best practices.

**Strategy's Expected Result/Impact:** Increase teacher knowledge on best practices and incorporate this into the classroom.

**Staff Responsible for Monitoring:** Dean of Instruction, Math Teacher Specialist, PK-2 Grade Level Administrators, Teacher Assistants, Math Hourly Tutors

**Action Steps:**
- Analyze different sources of data to identify students below grade level for interventions
- Provide PD to math teachers.
- Provide face-face interventions during regular school hours.
- Provide tutorials.
- Provide support to parents to keep students engaged and participating.
- Monitor student progress towards their individual goals by using intervention logs.
- Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers.
- Conduct PLC sessions to analyze data after each district assessment.

**Title I:**
2.5, 2.6, 4.2

**Funding Sources:**
- Capturing Kids' Hearts - 4290000000
- State Special Revenue - 6200
- Contracted Services - $35,400

### Strategy 3 Details

**Strategy 3:** Teachers will be attending district training on Math best practices

**Strategy's Expected Result/Impact:** Increase teacher knowledge on best practices and incorporate this into the classroom.

**Staff Responsible for Monitoring:** Dean of Instruction, Math Teacher Specialist, PK-2 Grade Level Administrators, Teacher Assistants, Math Hourly Tutors

**Action Steps:**
- Analyze different sources of data to identify students below grade level for interventions
- Provide PD to math teachers.
- Provide face-face interventions during regular school hours.
- Provide tutorials.
- Provide support to parents to keep students engaged and participating.
- Monitor student progress towards their individual goals by using intervention logs.
- Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers.
- Conduct PLC sessions to analyze data after each district assessment.

**Title I:**
2.4, 2.5, 2.6

### Measurable Objective 3 Problems of Practice:

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<th>Problems of Practice</th>
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Generated by Plan4Learning.com
| Problem of Practice 3 | Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention. **Root Cause:** ESL students were affected on Math skills after the pandemic. |
| Problem of Practice 4 | Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations. **Root Cause:** After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels. |
| Problem of Practice 5 | Math: As measured by STAAR 2021-2022, 35% of students in grades 3-5 did not meet standard. **Root Cause:** Lack of concrete models to support math instruction |
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: The percentage of 3rd to 5th grade students scoring at the Meets grade level or above on STAAR will increase by 5 percentage points from 35% to 40% between the Spring of 2022 and the Spring of 2023 as measured by the combination of STAAR scores in Reading, Math, and Science.

Strategic Priorities:
Expanding Educational Opportunities

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

Evaluation Data Sources: Renaissance 360 (BOY, MOY, EOY), Campus Assessments and TEA interim Assessments

HB3 Board Goal

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<tr>
<th>Strategy Details</th>
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<tr>
<td><strong>Strategy 1</strong>: Implement Instructional Strategies that are rigorous, consistent, and aligned to 3rd through 5th grade curriculum TEKS for each subject area that emphasizes immediate intervention and a variety of opportunities for students to work in an environment of collaboration and support to extend their learning at the highest level of thinking as shown on the Bloom's Taxonomy to ensure that all students are College and Career ready.</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: It is expected that students develop higher order thinking skills by presenting rigorous Standard-Based Projects in which they articulate their thinking and communicate their ideas to others.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: GT Coordinator, Administrative team</td>
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<tr>
<td><strong>Action Steps</strong>: Draw a Campus GT Intervention Plan. Analyze different sources of data to identify the needs of each individual student Provide PD that targets Higher Order Thinking Skills: Kagan, Lead4Ward, Guided Math, Guided Reading. GT Coordinator to ensure that all teachers are trained in GT strategies and have taken all required compliance GT trainings. Implement in-school and after school Enrichment Project Based camps Provide support to parents to keep students engaged and participating in Higher Order Thinking activities Monitor student progress towards their individual goals by using intervention logs Conduct PLC sessions to analyze data after each district assessment.</td>
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<tr>
<td><strong>Title I</strong>: 2.4, 2.5, 2.6</td>
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<tr>
<td><strong>- TEA Priorities</strong>: Connect high school to career and college</td>
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<tr>
<td><strong>Funding Sources</strong>: ECS Learning - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - $8,000, Sirus Education Solutions - 4290000000 - State Special Revenue - 6200 - Contracted Services - $14,000, i-Ready - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $19,333</td>
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ECS Learning
- 1991010006 - General Fund - Bilingual - 6200 - Contracted Services - $8,000
Sirus Education Solutions
- 4290000000 - State Special Revenue - 6200 - Contracted Services - $14,000
i-Ready
- 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $19,333
Strategy 2 Details

**Strategy 2:** Appraisers will provide lesson plan feedback to teachers with suggestions and instructional resources to enhance rigor and alignment.

**Strategy's Expected Result/Impact:** Lesson plan feedback from appraisers will allow teachers to build their instructional toolkit and enhance student success.

**Staff Responsible for Monitoring:** Appraisers

**Action Steps:**
1. Appraisers will routinely review teacher lesson plans and complete feedback protocol form.
2. Appraisers will send feedback to teachers.
3. Teachers will make recommended suggestions.

**Title I:**
2.4, 2.5, 2.6

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Strategy 3 Details

**Strategy 3:** Teachers will participate in data digs with administration to determine trends and problems of practice.

**Strategy's Expected Result/Impact:** Completing routine data digs after assessments will allow the close monitoring of data to determine trends and problems of practice. This close monitoring will enhance student opportunities to improve learning outcomes of reaching Mastery.

**Staff Responsible for Monitoring:** Classroom teachers and administrative team

**Action Steps:**
1. Once assessments are completed, administrative team collects and organizes data.
2. PLC is convened to study data trends and problems of practice.
3. Action plan is written, outlining next steps to have students grow from Meets to Masters.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

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Measurable Objective 1 Problems of Practice:

<table>
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<tbody>
<tr>
<td><strong>Problem of Practice 1:</strong> Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. <strong>Root Cause:</strong> Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports.</td>
</tr>
<tr>
<td><strong>Problem of Practice 2:</strong> Science: As measured by STAAR 2021-2022, 27% of students performed at or above meets standard on science. <strong>Root Cause:</strong> Lack of practical application of science concepts in a science lab.</td>
</tr>
<tr>
<td><strong>Problem of Practice 3:</strong> Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention. <strong>Root Cause:</strong> ESL students were affected on Math skills after the pandemic.</td>
</tr>
</tbody>
</table>
Problem of Practice 4: Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations. **Root Cause:** After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels.

Problem of Practice 5: Math: As measured by STAAR 2021-2022, 35% of students in grades 3-5 did not meet standard. **Root Cause:** Lack of concrete models to support math instruction

Problem of Practice 9: GT: 64.28% of GT students in grades 3-5 scored masters on reading STAAR 2021-2022. **Root Cause:** Lack of differentiation in the classroom

Problem of Practice 10: GT: 66.07% of GT students in grades 3-5 scored masters on math STAAR 2021-2022. **Root Cause:** Lack of differentiation in the classroom

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

**Evaluation Data Sources:** Ren 360, Campus Assessments and , CIRCLE (BOY, MOY, EOY)

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize Bloom's Taxonomy to Plan Rigorous lessons that engage students at higher levels of thinking.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students increase their critical thinking skills.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Administrators, GT Coordinator.</td>
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<tr>
<td><strong>Action Steps:</strong> Teachers utilize Bloom's Taxonomy to plan at PLCs. Grade level administrators review lesson plans for rigor and provide feedback. Teachers implement lesson plans. Administrators observe and provide coaching feedback.</td>
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**Title 1:**
- TEA Priorities:
  - Connect high school to career and college
### Strategy 2 Details

**Strategy 2:** Appraisers will provide lesson plan feedback to teachers with suggestions and instructional resources to enhance rigor and alignment.

**Strategy's Expected Result/Impact:** Lesson plan feedback from appraisers will allow teachers to build their instructional toolkit and enhance student success.

**Staff Responsible for Monitoring:** Appraisers

**Action Steps:**
1. Appraisers will routinely review teacher lesson plans and complete feedback protocol form.
2. Appraisers will send feedback to teachers.
3. Teachers will make recommended suggestions.

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  - Build a foundation of reading and math

### Strategy 3 Details

**Strategy 3:** Teachers will participate in data digs with administration to determine trends, problems of practice, and next steps.

**Strategy's Expected Result/Impact:** Completing routine data digs after assessments will allow the close monitoring of data to determine trends and problems of practice. This close monitoring will enhance student opportunities to improve learning outcomes of reaching Mastery.

**Staff Responsible for Monitoring:** Classroom teachers and administrative team

**Action Steps:**
1. Once assessments are completed, administrative team collects and organizes data.
2. PLC is convened to study data trends and problems of practice.
3. Action plan is written, outlining next steps to have students grow from Meets to Masters.

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  - Build a foundation of reading and math

---

### Measurable Objective 2 Problems of Practice:

**Student Learning**

**Problem of Practice 1:** Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. **Root Cause:** Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports.
**Student Learning**

**Problem of Practice 3:** Math: As measured by the EOY Renaissance 360 for math, 30% of ESL students were at urgent intervention and 6% of bilingual students were at urgent intervention. **Root Cause:** ESL students were affected on Math skills after the pandemic.

**Problem of Practice 4:** Math: As measured by the last math snapshot of the 2021-2022 school year, 12.6% of students in first and second grade did not meet grade level expectations. **Root Cause:** After the pandemic the Math levels across the state decrease and is taking longer for students to be at levels.

**Problem of Practice 9:** GT: 64.28% of GT students in grades 3-5 scored masters on reading STAAR 2021-2022. **Root Cause:** Lack of differentiation in the classroom

**Problem of Practice 10:** GT: 66.07% of GT students in grades 3-5 scored masters on math STAAR 2021-2022. **Root Cause:** Lack of differentiation in the classroom

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

**Evaluation Data Sources:** College and career readiness event log

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implement a Pk-5 school-wide motivational plan to showcase future College and Career Readiness Awareness.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase College and Career Readiness awareness.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administrators, Social Emotional Team (Social Worker, Counselor, CIS representative, Wraparound representative), Teachers.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Provide PD to classroom teachers and staff focus on College and Career Readiness Present a College and Career Readiness Awareness Parade in the Spring 2022. Implement AVID program in the Spring 2023.</td>
<td></td>
</tr>
<tr>
<td><strong>Title 1:</strong> 2.5, 2.6</td>
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<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Sutton Elementary will implement College and Career Days Each month during the 2022-2023 school year.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> This strategy will help increase engagement in Post Secondary options for students.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Calendar the days for the College and Career Days Send Callout to Parents reminding them of College Days Post on school website and social media College Days</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 3 Details**

**Strategy 3:** Sutton Elementary Teachers will implement a college corner in their classrooms.

**Strategy’s Expected Result/Impact:** This strategy will engage students with the College Culture from a variety of Post Secondary Institutions.

**Staff Responsible for Monitoring:** Teachers
Administration

**Action Steps:**
- Each administrator will have a college corner to model the expectation for teachers.
- Each Teacher will select a College/ University and display in their classroom.
- During the morning announcements students will give a College fact about the College or University their class has selected.

<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 3:</strong> Sutton Elementary Teachers will implement a college corner in their classrooms.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> This strategy will engage students with the College Culture from a variety of Post Secondary Institutions.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers Administration</td>
<td><img src="image" alt="85%" /></td>
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<tr>
<td><strong>Action Steps:</strong> Each administrator will have a college corner to model the expectation for teachers. Each Teacher will select a College/ University and display in their classroom. During the morning announcements students will give a College fact about the College or University their class has selected.</td>
<td>No Progress</td>
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</table>

**Measurable Objective 3 Problems of Practice:**

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
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<tbody>
<tr>
<td><strong>Problem of Practice 1:</strong> Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. <strong>Root Cause:</strong> After the pandemic there was an increase of social and emotional concerns.</td>
</tr>
</tbody>
</table>
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 The percentage of students receiving special education services who score at the Meets Grade Level standard on STAAR reading will increase from 6.7% to 16.7% and 3.3% to 13.3% on STAAR math. The percentage of students attaining Accomplished level on STAAR-Alt 2 reading will increase from 31% to 36% and from 38% to 43% on STAAR-Alt math and 100% of students will maintain at least Satisfactory performance level between Spring 2022 and Spring 2023.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services who score at the Meets Grade Level standard on math and reading formative assessments will increase 2 percentage points quarterly during the 2022-2023 school year.

Evaluation Data Sources: -Campus-based assessments
-Mock STAAR
**Strategy 1 Details**

**Strategy 1:** General Education Teachers will work in collaboration with Special Education Teachers to ensure all components of the students' IEPs are implemented with fidelity.

**Strategy's Expected Result/Impact:** The unique services provided of scaffolding instruction, daily use of supplemental aids and accommodations, explicit instruction in metacognitive strategies, use of assistive technology, and weekly progress monitoring will impact student achievement and progress in meeting their individualized education learning goals and meeting and mastering the TEKS.

**Staff Responsible for Monitoring:** Special education case manager, general education teacher, administrator

**Action Steps:** Professional development offered to all teaching staff and interventionists on high leverage practices for students receiving SPED services. All SPED teachers, General Ed. Teachers and Teacher Assistants will complete all trainings in their OSES Professional Development Plan. All Administrators will complete required SPED trainings.

* Consultation support by teacher appraisers and Instructional Specialist for SPED on specific strategies to meet students' unique learning needs.
* Students will get differentiated instruction that addresses their unique learning needs outlined in the IEP. These practices include classroom accommodations, testing accommodations, resource classes, and assistive technology.
* Students will participate in small-group interventions for accelerated instruction to address deficit skills necessary for improvement on STAAR.
* Students in SPED will be invited to Bootcamp where they can get additional support to meet their annual goals.

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
  Build a foundation of reading and math

- **Targeted Support Strategy**

**Funding Sources:** Teachers and Teacher Assistants - 1991010007 - General Fund - Special Education - 6100 - Payroll - $3,000, Special Education Instructional Materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,500, Tiny Ivy - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $6,900, Other Operating Costs - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $1,000

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**Reviews**

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<tr>
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<th>Formative</th>
<th>Summative</th>
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<td>Nov</td>
<td>25%</td>
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<td>June</td>
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</table>
### Strategy 2 Details

**Strategy 2:** Resource teachers will work with SpEd Chair to complete data dives, create action plans for each student, and goal set with students in order to improve intervention support and student motivation.

**Strategy's Expected Result/Impact:** Continuous monitoring of student data by resource teachers and the development of personalized action plans will ensure that students are making progress in all areas that will be assessed on STAAR. Resource teachers will then conference with students and set goals.

**Staff Responsible for Monitoring:** Resource teachers and SpEd Chair

**Action Steps:**
1. Resource teachers and SpEd chair meet with student formative assessment data and complete deep dives to determine gaps and problems of practice.
2. An action plan is developed using creative, specialized designed instruction techniques to assist students in accessing the content.
3. Resource teachers will conference with each student to discuss data, action items for the student to do in the general education class, and set goals.
4. Data will be monitored and conferences with students will be held after each data dive.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

**- Targeted Support Strategy**

### Strategy 3 Details

**Strategy 3:** The SpEd Chair and resource teachers will conduct quarterly observations of teachers of students who receive resource services. SpEd team will provide suggestions to improve student learning outcomes.

**Strategy's Expected Result/Impact:** This collaboration will allow the SpEd team to share best practices and make
recommendations to address unique learning needs. Feedback will be focused on enhancing student access to the general education curriculum.

**Staff Responsible for Monitoring:** SpEd chair

**Action Steps:**
1. SpEd chair holds a meeting with resource teachers to discuss the purpose of the observations and the protocol form.
2. SpEd chair and resource teachers conduct two observations together and develop the written feedback for each.
3. Once resource teachers demonstrate understanding of the process, they will assist in conducting their own peer observations, providing feedback for each one.
4. At least one observation will be conducted quarterly to ensure general education teachers are supported in providing best practices for students who receive resource.

**Title I:**
- 2.4, 2.5, 2.6

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **Targeted Support Strategy**

---

**Measurable Objective 1 Problems of Practice:**

**Student Learning**

**Problem of Practice 8:** SpEd: 6.7% of students reached approaches or above in reading and 3.3% of students reached approaches or above in math on STAAR 2021-2022. **Root Cause:** Due to gaps from the effect of COVID or the pandemic

**Measurable Objective 2:** The percentage of students demonstrating monthly growth on Unique Learning System pre-tests to post-tests will increase by 2 percentage points quartely during the 2022-2023 school year.

**Evaluation Data Sources:** -Unique Curriculum: pre-tests and post-tests
Strategy 1 Details

**Strategy 1:** The Skills for Living and Learning teachers will utilize features of the Unique Curriculum, in conjunction with appraisal coaching, to enhance progress monitoring, student independent work habits, and increase rigor during instructional practice in order for more students to maintain 100% of students at Satisfactory level and an increase in the number of students reaching Accomplished on reading and math for STAAR-ALT 2.

**Strategy’s Expected Result/Impact:** By using all facets of the Unique Learning System and systematic coaching from the SPED Instructional Specialist, our SLL teachers will be equipped to provide instruction to increase overall student success.

**Staff Responsible for Monitoring:** -Instructional Specialist for SPED
- The Skills for Living and Learning teachers

**Action Steps:**
1) Ensure all SLL teachers are trained in the Unique Learning System's components and complete all required trainings in their OSES Professional Development Plan.
2) Ensure systems are in place for routine progress monitoring and review of the data.
3) Ensure Review ARDs are held when student is not making adequate progress towards growth.
4) Ensure SLL teachers are routinely coached with feedback that aligns with students' goals and instructional best practices.
5) Monitor student progress on STAAR-Alt 2 format at BOY and MOY.
6) Students will be invited to Bootcamp where they can get additional support to meet their annual goal.

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

**Funding Sources:**
Special Education Instructional Materials - 1991010007 - General Fund - Special Education - 6300
- Supplies and Materials - $3,500, Tiny Ivy - 4290000000 - State Special Revenue - 6200 - Contracted Services - $6,900, Teachers and Teaching Assistants - 1991010007 - General Fund - Special Education - 6100 - Payroll - $3,000
**Strategy 2 Details**

**Strategy 2:** Skills for Living and Learning teachers will conference with each student at least once a month about their academic, social, and behavioral progress and set goals with each child.

**Strategy's Expected Result/Impact:** Research reflects that goal-setting with students increases the effectiveness of instruction and behavioral correction. By goal setting monthly with each student, students will better understand the skills that they need to focus on improving. These conferences will also teach students to set feasible goals, celebrate success, and adjust behavior when needed.

**Staff Responsible for Monitoring:** Skills for Living and Learning teachers and SpEd Chair

**Action Steps:**
1. SpEd Chair meets with SLL teachers about the purpose and protocol for goal setting with students.
2. SpEd Chair will model the procedure with at least 2 students.
3. SLL teachers will carry-out monthly conferences with students.
4. SpEd Chair and SLL teachers will monitor student progress to ensure growth.
--5. ARD meeting will be held if student does not make progress for more than 2 consecutive months.

---

**Strategy 3 Details**

**Strategy 3:** Parents of students in the Skills for Living and Learning class will participate in quarterly informational meetings about strategies that they can use at home to enhance learning outcomes for their children.

**Strategy's Expected Result/Impact:** Parents of students with significant cognitive disabilities often express frustration about not knowing how to support the academic, social, and behavioral needs of their children. These informational meetings will provide parents with strategies that they can use at home to help their children generalize skills and increase their overall success.

**Staff Responsible for Monitoring:** SLL teachers and SpEd chair

**Action Steps:**
1. SpEd Chair plans parent meeting with SLL teachers.
2. Parents are invited to the meeting and provided with information to support their children at home.
3. Student progress is monitored based on specific skills that parents are supporting their child with at home.
4. Informational meetings will be provided based on the results of progress monitoring and pre-planning surveys to the parents regarding the skills they would like to develop.

---

**Measurable Objective 2 Problems of Practice:**

### Student Learning

**Problem of Practice 8:** SpEd: 6.7% of students reached approaches or above in reading and 3.3% of students reached approaches or above in math on STAAR 2021-2022. **Root Cause:** Due to gaps from the effect of COVID or the pandemic
**Student Learning**

**Problem of Practice 13**: SpEd- SLL: Need to increase level of rigor and student expectations so that students can be more involved in less restrictive environments. **Root Cause**: Wide range of abilities within the classroom makes differentiation very challenging.

**Problem of Practice 15**: SpEd- SLL: Parents of students with significant cognitive disabilities commonly report at ARD meetings that it is difficult to support their child's academic, social, and behavioral needs at home. **Root Cause**: General lack of knowledge about how to support children with significant cognitive disabilities.
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE
Sutton Elementary will increase Attendance rate from 92.5% to at least 95% from Spring 2022 to Spring 2023

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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: ATTENDANCE
Sutton will aim to increase the average daily attendance from 92.58% to at least 95% between Spring 2022 and Spring 2023.

Evaluation Data Sources: Attendance data in HISD Connect.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Increase the average daily attendance by at least 0.5% points each grading cycle.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Reduction in the number of students missing school everyday.</td>
<td>Nov 30%</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Attendance Administrator, SIR, Attendance Clerk, CIS Student Support Manager, Social Worker, Wraparound Specialist, At-Risk Administrator</td>
<td>Jan</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> The SIR will check attendance report in HISD Connect at 9:35AM and verify that all teachers have taken attendance. At Risk Program administrator target students. Attendance incentives every cycle Grade-Level administrator track data</td>
<td>Mar</td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.4, 2.5, 2.6, 4.1</td>
<td>June</td>
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<tr>
<td>- <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals</td>
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</table>
## Strategy 2 Details

**Strategy 2**: Attendance Bulletin Board will display the weekly percentages by grade level. Motivate all students to attend school everyday.

**Strategy's Expected Result/Impact**: The Bulletin Board will display attendance percentage that will show improvement.

**Staff Responsible for Monitoring**: Attendance Administrator, SIR, Attendance Clerk, CIS Student Support Manager, Social Worker, Wraparound Specialist, At-Risk Administrator, Attendance Committee

**Action Steps**: Attendance Bulletin Board/Bulletin Board Featuring attendance Certificate of Perfect Attendance

Celebration for perfect attendance, honor roll behavior every 6 weeks invite only for parents whose kids receive a certificate

Teachers who have not taken attendance will be reminded to do so.

A list of students absent for the day will be generated by the SIR.

**Title I**: 2.5, 2.6

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<td>Nov</td>
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<td>30%</td>
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</table>

## Strategy 3 Details

**Strategy 3**: Daily phone calls will be made each day for students who are absent. Students with more than 2 absences further action will be taken such as home visits or a phone call from an administrator.

**Strategy's Expected Result/Impact**: Students will miss less days of school, parents will send Excuse notes after an absence.

**Staff Responsible for Monitoring**: Attendance Committee, Attendance Administrator, SIR, Attendance Clerk, CIS Student Support Manager, Social Worker, Wraparound Specialist, At-Risk Administrator

**Action Steps**: A list of students absent for the day will be generated by the SIR.

Daily telephone calls will be made when students are absent.

Calls will be divided amongst the "Attendance Morning Team" in which phone calls will me made to encourage the parents to bring the kids to school. The team will have designated grade levels to call and to document reason for the absence.

When a parent is called 2 days in a row, the call will be forwarded to the grade level administrator to take further action.

Scripts will be provided to all members to guide a professional conversation.

Weekly Attendance Reports will be shared at the SEL meeting.

**Title I**: 2.5, 2.6

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### Measurable Objective 1 Problems of Practice:

1. **No Progress**
2. **Accomplished**
3. **Continue/Modify**
4. **Discontinue**
School Processes & Programs

Problem of Practice 1: Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. Root Cause: After the pandemic there was an increase of social and emotional concerns.

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

Evaluation Data Sources: Student absentee Reports, Attendance Data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Strategy 2 Details</th>
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</thead>
</table>
| **Strategy 1:** The attendance committee monitors the attendance per grade level. The members of the attendance committee will make phone class to the parents of absent students.  
**Strategy's Expected Result/Impact:** The number of absences will decrease.  
**Staff Responsible for Monitoring:** Attendance committee, Administrators, SIRS, At-Risk Administrator  
**Action Steps:** Initial Committee Attendance Meeting, Google Doc with phone log of absences, Home Visits, Weekly attendance reports in admin meeting.  
**Title I:**  
2.4, 2.5, 2.6, 4.1 |
| **Strategy 2:** The members of the attendance committee will use an attendance google document to log in reasons for absence and increase communication with parents and students.  
**Strategy's Expected Result/Impact:** School admin and teachers will have more information regarding the status of students who are absent. Communication will improve regarding attendance.  
**Staff Responsible for Monitoring:** Attendance Committee, Admin, SIRS, At-Risk administrator, Clerks  
**Action Steps:** Daily phone calls will receive a list from Melissa Riveira or Maria Vasquez. Attendance Committee members will make attendance phone calls and log in the reason for the absence in the Google Document. |
| Reviews | Reviews |
| Formative | Summative | Formative | Summative |
| Nov | Jan | Mar | June | Nov | Jan | Mar | June |

![30%](image1)  
![35%](image2)
Strategy 3 Details

**Strategy 3**: The At-Risk Coordinator will give an attendance report every Friday at the SEL meeting. Based on the data action steps will be taken to improve attendance.

**Strategy's Expected Result/Impact**: Based on the data, we will determine the necessary action steps to help each grade level maintain or improve their attendance. For example, Pre-K will have a parent meeting to inform parents of the importance of bringing their students to school everyday.

**Staff Responsible for Monitoring**: Attendance Committee, Admin, SIRS, At-Risk administrator, Clerks, Teachers,

**Action Steps**: Attendance Report will be provided at the Friday SEL meeting. Based on the data we will determine which grade level or students will need support to improve their attendance.

**Title I**:
2.5, 2.6

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Measurable Objective 2 Problems of Practice:

**School Processes & Programs**

**Problem of Practice 1**: Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. [Root Cause]: After the pandemic there was an increase of social and emotional concerns.
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE
Sutton will decrease the number of Out of School Suspensions by 10% and office referrals by 20% for the Fall 2022 and Spring 2023 School Year through the use of Strategic Programing, SEL Supports and Schoolwide Implementation of PBIS.

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

**Measurable Objective 1:** Sutton will aim to reduce the number of "out of school" suspensions from 0.5% to 0.3 % and the number of In School Suspensions from 1.25% to .75% as measured by the ratio of the EOY total out of school and in-school suspensions vs total number of students. Overall Sutton will aim to reduce the percentage of Level 3 or above disciplinary offenses from 4.0% to 2.5% between spring 2022 and spring 2023.

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

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<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Reduce the number of out of school and in-school suspensions by .25 % each semester of the 2022-2023 school year through the use of SEL strategies and trauma informed practices.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase in positive behavior and relationship building.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Assistant Principal, Grade level administrators</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Train Staff on Trauma informed Practices,</td>
<td>30%</td>
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<tr>
<td>Develop school wide system for positive behavior intervention support</td>
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<td>Relationship Building</td>
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<tr>
<td><strong>Title I:</strong></td>
<td></td>
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<tr>
<td>2.5, 2.6</td>
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### Strategy 2 Details

**Strategy 2:** Educate Sutton students on developing traits to be good citizens and implementing Capturing Kids Hearts strategies in the classrooms. Incorporating restorative support circles by allowing teachers and administrators to hold students accountable, develop an inclusive school climate, and maintain and strengthen relationships.

**Strategy's Expected Result/Impact:** The results of minimizing level 3 discipline offenses will impact in student achievement. Capturing Kids Hearts practices can help our school with fewer suspensions, increase student achievement, and an amazing and collaborative school culture.

**Staff Responsible for Monitoring:** Assistant Principal, Social Worker

**Action Steps:**
- Train all staff on Capturing Kids Hearts
- Utilize 4-S Line
- Implement Positive Office Referrals
- Implement Safety Patrol
- Communicate good citizen traits through school-wide system to students, staff and parents.

**Funding Sources:**
- Capturing Kids’ Hearts - 4290000000
- State Special Revenue - 6200
- Contracted Services - $35,000

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### Strategy 3 Details

**Strategy 3:** Sutton Elementary will implement Positive Office Referrals.

**Strategy's Expected Result/Impact:** The impacted result will reduce the number of discipline infractions by rewarding positive behavior.

**Staff Responsible for Monitoring:** Administrators

**Action Steps:**
- Create Form for Teachers to recognize student
- Weekly administration will announce students being recognized for positive office referral.

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### Measurable Objective 1 Problems of Practice:

**Problem of Practice 1:** Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. **Root Cause:** After the pandemic there was an increase of social and emotional concerns.
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION
Sutton will aim to provide a safe environment for 100% of the scholars and staff as measured by school climate surveys. At least 95% of the faculty, staff, and parents report that school is safe. (2023 Climate Survey).

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

**Measurable Objective 1:** Bullying Prevention -
Provide at least two educational awareness opportunities for students to learn about bullying prevention, and provide a 100% safe environment for scholar and staff.

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Incorporating capturing kids' hearts as a school initiative, and grade level assemblies with our police officers.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Reduce the number of bullying incidents</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administrators, Teachers, District Police and Support staff</td>
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<tr>
<td><strong>Action Steps:</strong> Incorporate grade level assemblies with anti-bullying information</td>
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<tr>
<td><strong>Title I:</strong> 2.5, 2.6</td>
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<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 2:</strong> Sutton will partner with HISD PD Core to have education classes to our parents and school community on the types of bullying and ramifications of the David's law.</td>
<td></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Sutton will see a decrease in behavior concerns about bullying.</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Administration</td>
<td></td>
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<tr>
<td><strong>Action Steps:</strong> Meet with HISD PD Core</td>
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<tr>
<td>Invite Parents to education Class provided by Parent Liason</td>
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<tr>
<td>Provide information to stakeholders on David's law</td>
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<tr>
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<tr>
<td><strong>Strategy 2:</strong></td>
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<td>35%</td>
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Strategy Details

<table>
<thead>
<tr>
<th>Strategy 3: Sutton will participate in Bully Awareness Week for the 2022-2023 school year.</th>
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<tbody>
<tr>
<td>Strategy's Expected Result/Impact: This strategy will educate the students and staff on signs and types of bullying.</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Administration Teachers</td>
</tr>
<tr>
<td>Action Steps: Administration will meet with District SEL team Provide Callout of the activities Students will share what they have learned in how to identify and speak for students that are being bullied.</td>
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<thead>
<tr>
<th>Reviews</th>
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<tbody>
<tr>
<td>Formative</td>
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<td>Nov</td>
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<td>100%</td>
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### Measurable Objective 1 Problems of Practice:

#### School Processes & Programs

**Problem of Practice 1**: Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. **Root Cause**: After the pandemic there was an increase of social and emotional concerns.

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

**Evaluation Data Sources**: Staff and Community survey
<table>
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<th>Strategy 1 Details</th>
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| **Strategy 1:** School personnel will receive training on Child Abuse Prevention/When to report. School personnel will understand how to make a report to CPS and inform his or her supervisor.  
  **Strategy's Expected Result/Impact:** School safety is our number one priority at Sutton Elementary, and we are focus to provide a safe environment for scholars and staff. The impact or consequence is to provide a healthy learning/working environment, and provide a safe space for our community.  
  **Staff Responsible for Monitoring:** Assistant Principal  
  Social Worker  
  CIS Student Support Manager  
  Wraparound Specialist  
  Classroom Teachers  
  Administrative Team  
  **Action Steps:** During the first 4 weeks of school, teachers will each and provide scholars with strategies to promote positive behavior while teaching them to avoid violent behavior (Lunch Bunch, Social Studies Lessons, Cafeteria ) We will use the Capturing Kids Hearts structures to promote a positive learning climate; Teachers will repeat and reintroduce these expectations/procedures when we return to school. Teachers and administrative team will take professional developments on restorative justice practices.  
  **Title I:**  
  2.5, 2.6 | Formative | Summative |
|                                                                                   | Nov     | Jan | Mar | June |
|                                                                                   | 90%     |     |     |      |

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<tr>
<th>Strategy 2 Details</th>
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| **Strategy 2:** Sutton Elementary will provide guidance lessons to students on types of abuse in the 2022-2023 school year.  
  **Strategy’s Expected Result/Impact:** This strategy will help students identify reportable offenses and guidelines for reporting suspected abuse.  
  **Staff Responsible for Monitoring:** SEL Team  
  **Action Steps:** Coordinate and schedule guidance lessons  
  Provide calendar to teachers in advance  
  Follow-up with students | Formative | Summative |
|                                                                                  | Nov     | Jan | Mar | June |
|                                                                                  | 35%     |     |     |      |

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<tr>
<th>Strategy 3 Details</th>
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| **Strategy 3:** Sutton Elementary staff will receive additional safety training during 2022-2023 school year.  
  **Strategy's Expected Result/Impact:** This strategy will ensure teachers and staff are aware of the necessary steps to ensure students are safe as well as be aware of the signs students may exhibit when they need an adult to intervene. | Formative | Summative |
|                                                                                   | Nov     | Jan | Mar | June |
|                                                                                   |         |     |     |      |
Staff Responsible for Monitoring: Staff Teachers
Administration

Action Steps: Reach out to District Safety Team
Set up an in person meeting with Safety lead for the District
Notify Staff of Training Date

Staff

Measurable Objective 2 Problems of Practice:

School Processes & Programs

Problem of Practice 1: Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. Root Cause: After the pandemic there was an increase of social and emotional concerns.
Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Emergent Bilinguals
The percentage of students showing 1-year growth in language proficiency as measured by TELPAS shall increase 5 percentage points from 50% to 55% between the Spring of 2022 and the Spring of 2023.

Evaluation Data Sources: There will be a 5% quarterly increase in the number of students showing growth in Listening, Speaking, Reading, and Writing as measured by the Summit K12, Benchmark Running Records, Formative Assessments, and Ren 360.

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<td><strong>Strategy 1:</strong> The number of students meeting reclassification criteria will increase by 5%. Speaking Domain will be targeted to increase students reclassification and exiting the Bilingual program and become Monitored students.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Reclassification will increase by 5% for Emergent Bilingual students.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Teachers, LPAC Administrator, Appraisers, Sheltered Instruction Coach</td>
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<td><strong>Action Steps:</strong> Teachers will increase student talk in English. Students will also use Summit K12 to practice speaking in English. Administrators and Sheltered Instruction Coach will train teachers in the use of Content Based Language Instruction. Teachers will attend Multilingual trainings and CBLI Academy. Administrators to monitor ESL time in Bilingual classes.</td>
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<td><strong>Title I:</strong></td>
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<td>2.4, 2.5, 2.6</td>
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## Strategy 2 Details

**Strategy 2:** Teachers will implement the use of Kagan strategies throughout their lessons to provide opportunities for students to talk to each other.

**Strategy's Expected Result/Impact:** The use of Kagan strategies will provide students with structured opportunity to build speaking fluency skills.

**Staff Responsible for Monitoring:** Classroom teacher, Appraisers, Sheltered Instruction Coach

**Action Steps:**
1. Teachers will include Kagan strategies while lesson planning.
2. Teachers will implement the Kagan strategies in instruction.
4. Teachers will review data and adjust instruction to ensure students are making progress in the speaking domain.

**Title I:**
2.4, 2.5, 2.6

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## Strategy 3 Details

**Strategy 3:** Sutton Elementary will implement Writing Workshops as additional support for EB students during the 2022-2023 school year.

**Strategy's Expected Result/Impact:** This strategy will help improve writing and TELPAS scores for our EB students.

**Staff Responsible for Monitoring:** Teachers, Appraisers, Sheltered Instruction Coach

**Action Steps:**
- Create a calendar for Saturday Writing Workshop
- Teachers create invitation
- Instructional Specialists and Sheltered Instruction Coach will help facilitate Workshops with teachers
- Market Saturday Workshops utilizing Robocall system.

**TEA Priorities:**
Build a foundation of reading and math

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## Measurable Objective 1 Problems of Practice:

### Student Learning

**Problem of Practice 6:** LEP: As measured by TELPAS 2021-2022, 6 students exited bilingual and ESL programming. **Root Cause:** Due to the lack of structured conversation, and extra time accommodations.

**Problem of Practice 7:** LEP: As measured by TELPAS 2021-2022, 37 students in grades 3-5 did not exit LEP status because of speaking. They achieved advanced high in other qualifying areas. **Root Cause:** Due to the lack of structured conversation and practice in the classroom.
**Measurable Objective 2:** Students with Dyslexia
By the end of the 2022-2023 school year, students with dyslexia will show at least one year's growth, as measured by the End of the Year Benchmark Running Records.

**Evaluation Data Sources:** - Benchmark Running Records

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<td><strong>Strategy 1:</strong> Students with dyslexia will attend dyslexia classes for 180 minutes weekly, receive classroom accommodations, and will successfully demonstrate skill mastery on dyslexia checkpoints before moving on to the next skill. Students who are not making anticipated progress will have a review ARD to revise dyslexia instructional plan to specialized instruction. If the student receives dyslexia through Section 504, IAT committee will implement additional reading accommodations and interventions. If needed, IAT committee will request additional testing for special education services.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students with dyslexia will increase their reading level by at least one year's growth.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Dyslexia interventionist</td>
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| **Action Steps:** 1. Dyslexia interventionists will assess students for reading level and determine their instructional levels for appropriate intervention groups.  
2. Students will attend dyslexia interventions for 180 minutes weekly.  
3. Students will demonstrate mastery on checkpoint assessments before moving on to the next skill.  
**ARD or 504 meeting will be held to revise learning plan.**  
4. Dyslexia interventionists will assess reading level throughout school year. |
| **Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:** Build a foundation of reading and math |
### Strategy 2 Details

**Strategy 2:** Dyslexia teachers will conference with students at the beginning and the end of each cycle, setting goals and discussing progress.

**Strategy's Expected Result/Impact:** Setting goals with students increases student motivation towards learning. These conferences will allow the student to know the exact skills they need to develop within the upcoming cycle and it allows them to see the progress already made.

**Staff Responsible for Monitoring:** Dyslexia teacher and Dyslexia Campus Coordinator

**Action Steps:**
1. Dyslexia coordinator meets with dyslexia teachers to discuss the purpose of the conferences and the conference protocol.
2. Dyslexia coordinator models two student conferences.
3. Dyslexia team conducts beginning of the cycle and end of the cycle progress and sets new goals.
4. If progress is not made as needed, Dyslexia teacher will request to hold an ARD meeting or 504 meeting to adjust plan.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

### Strategy 3 Details

**Strategy 3:** Parents of students with dyslexia will participate in quarterly informational meetings about strategies that they can use at home to enhance learning outcomes for their children.

**Strategy's Expected Result/Impact:** These informational sessions will empower parents to assist their children with dyslexia. Parents will learn specific strategies that they can use to support reading and writing. They will also learn about technology supports that can be used in the home to help the child.

**Staff Responsible for Monitoring:** Dyslexia teachers and Dyslexia Campus Coordinator

**Action Steps:**
1. Dyslexia Campus Coordinator plans parent meeting with Dyslexia teachers.
2. Parents are invited to the meeting and provided with information to support their children at home.
3. Student progress is monitored based on specific skills that parents are supporting their child with at home.
4. Informational meetings will be provided based on the results of progress monitoring and pre-planning surveys to the parents regarding the skills they would like to develop.

**Title I:**
2.4, 2.5, 2.6

**- TEA Priorities:**
Build a foundation of reading and math

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**Measurable Objective 2 Problems of Practice:**

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Student Learning

**Problem of Practice 1:** Reading: As measured by benchmark running records, 60% of students in grades K-5 are not reading on grade level. **Root Cause:** Majority of the students in these subgroups are newcomers needing language support. The White subgroup consist of students that are immigrants to the U.S. and some of them are refugees from the Middle East and need language supports.

**Problem of Practice 8:** SpEd: 6.7% of students reached approaches or above in reading and 3.3% of students reached approaches or above in math on STAAR 2021-2022. **Root Cause:** Due to gaps from the effect of COVID or the pandemic.

Measurable Objective 3: By the end of 2022-2023 school year, GT students will perform above grade level in formative and state assessments. GT students Reading STAAR scores will increase 5% from 64.28% to 69% at masters, Math STAAR scores will increase 5% from 66% to 71% at masters, and Science STAAR scores will increase from 28.57% to 34% at masters.

**Evaluation Data Sources:** CIRCLE, KEA, REN 360, Benchmark Running Records, Formative Campus Assessments, STAAR

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<th>Strategy 1 Details</th>
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<td><strong>Strategy 1:</strong> Gifted Education students will be provided with a variety of opportunities to participate in extra curricular enrichment activities, differentiated instruction, project based learning, Kagan Structures and Strategies, Renzulli Learning, and professional development to teachers, tutors, teacher assistants, administrators, and support staff to target students' individual needs.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The implementation of rigorous differentiated lesson activities and strategies will impact students' growth in the campus formative assessments and STAAR assessments. This will impact students progress in meeting their Gifted Education Plan goals.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Appraisers Classroom Teachers GT Coordinator</td>
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<tr>
<td><strong>Action Steps:</strong> 1. Afterschool/Enrichment programs: Based on students' data and interests, GT students will participate in targeted afterschool/enrichment programs. (Theater, Music, Technology, MLK, Writing Club, Writing Camp, Technology Club, Soccer Academic support programs etc.) In addition, the students will have the opportunity to take part in other academic programs such as Math Problem Solving and Name that Book contests. 2. Differentiated Instruction: Support teachers in analyzing data to determine students strengths and areas of development. Students will be given opportunities to accelerate in subject areas of strengths. In addition, the teacher will provide GT students with opportunities to work together as a group, work with other students, and work independently during the school year. We will schedule GT students in classes in groups of 3 or more. Students will collaborate with their peers on class assignments and projects. The teacher will also plan and develop advanced level projects, projects, and/or performances such as those provided through the Texas Standards Projects and Renzulli. Students will participate in the Campus and District Gifted and Talented Expo. 3. During School Interventions/Enrichment: Teachers will utilize the data from formal and informal assessments to determine areas that need to be developed. Based on the students needs, teachers will create groups and provide interventions/enrichment. This information will be recorded on our campus weekly intervention logs. The GT coordinator and assigned administrators for each grade level will help monitor the implementation of the interventions/enrichment. 4. Professional Development: Teachers will complete their 6 hour GT update. Administrators, teachers, and social...</td>
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worker will complete the required trainings. Administrators (Administrator's Nature and Needs Service Options, State Plan for the Education of Gifted Talented Students, You Might Have a GT student, and Social Emotional Needs of GT students.) Social Worker (Administrator's Nature and Needs and You Might have a GT student) All of our teacher have completed their 30 hour GT training. The GT Coordinator will create a tracking system to track the teacher's completion of trainings.

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

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

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

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  Build a foundation of reading and math
- **Targeted Support Strategy**
### Strategy 2 Details

**Strategy 2:** Gifted and Talented Teachers will conference with students at the beginning of the year to review their data and gifted education plans.

- **Strategy's Expected Result/Impact:** As a result of the conferences, the students will be aware of their annual learning goals and objectives. The goal setting conference will help the students understand their learning targets and projects that they will be expected to complete throughout the school year.

- **Staff Responsible for Monitoring:** GT Teachers, GT Coordinator

- **Action Steps:** The GT coordinator will attend District PD to guide and train teachers in creating Gifted Education Plans for each GT student. Teachers will implement the strategies learned in their GT district trainings. The PD and monitoring of the strategies learned in PD will help improve GT services. The plans will be created and based on students GT identification results and past academic performance. Ensure the plan includes the implementation of strategies that will support in meeting their goals.

Hold data and goal conferences with students to discuss their progress toward meeting their goals. Provide GT students a goals folder where they can track their progress. Review GEPs with GT committee and monitor the implementation of the plan throughout the school year. The GT Coordinator will also provide teachers with feedback.

- **TEA Priorities:**
  - Build a foundation of reading and math

### Strategy 3 Details

**Strategy 3:** Parents of Gifted Education students will be invited to information sessions.

- **Strategy's Expected Result/Impact:** The sessions will provide parents with service information, strategies and programs that they can use to help their child at home.

- **Staff Responsible for Monitoring:** GT Teachers, GT coordinators, Administrators

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

- **TEA Priorities:**
  - Build a foundation of reading and math

### Measurable Objective 3 Problems of Practice:

**Problem of Practice 9:** GT: 64.28% of GT students in grades 3-5 scored masters on reading STAAR 2021-2022. **Root Cause:** Lack of differentiation in the classroom
Problem of Practice 10: GT: 66.07% of GT students in grades 3-5 scored masters on math STAAR 2021-2022. Root Cause: Lack of differentiation in the classroom
Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: PARENT and COMMUNITY ENGAGEMENT
Sutton will aim to involve 100% of the parents in face to face teacher-parent conferences, and to increase at least 15% participation in activities related to education, family literacy, and parental literacy as shown in the monthly HISD Parent and Family Engagement Interim Report.

Evaluation Data Sources: Attendance data at parent meetings. Parent surveys/feedback.

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<td><strong>Strategy 1:</strong> The Parent Liaison has a list of all the parental involvement events and workshops for parents and guardians. We will provide in-person and virtual meetings. We will celebrate student success (honor roll, perfect attendance) and invite parents.</td>
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<td><strong>Strategy's Expected Result/Impact:</strong> Number of parents participation will increase.</td>
<td>Nov</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Title 1 Coordinator, Parent Liaison, Administrators, PTO Liaison</td>
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<tr>
<td><strong>Action Steps:</strong> Promoting after-school events such as New Comer Night, Pre-K night, Donuts with Dad, Muffins with Mom, Magnet Fair, GT Expo</td>
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<td><strong>Title I:</strong></td>
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<td>4.1, 4.2</td>
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<tr>
<td><strong>Funding Sources:</strong> Extra Duty Pay for Parent Engagement Rep and Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $4,000, Food and Snacks for Parent Meetings - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - $1,000, Supplies for Parent Classes - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,000</td>
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<th>Strategy 2 Details</th>
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<td><strong>Strategy 2:</strong> Literacy will be embedded in the Parent events such as Donuts with Dad, Muffins with mom. Books will be provided to families.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Parents will participate in different events and will have access to literacy by taking books home to read to their children at home.</td>
<td>Nov</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Title 1 Coordinator, Parent Liaison, Administrators, PTO Liaison</td>
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<tr>
<td><strong>Action Steps:</strong> Promote Literacy at parent events.</td>
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248 Sutton Elementary School
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Campus #248
November 17, 2022 4:42 PM
**Strategy 3 Details**

**Strategy 3:** Parents will have access to the parent room to volunteer and attend classes such as English, Computer, and Parenting classes.

**Strategy’s Expected Result/Impact:** Parents will gain knowledge from the classes provided in the parent room.

**Staff Responsible for Monitoring:** Title 1 Coordinator, Parent Liaison, Administrators, PTO Liaison

**Action Steps:** Promote education for parents.

**Title I:**
4.1, 4.2

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**Measurable Objective 1 Problems of Practice:**

**Student Learning**

**Problem of Practice 8:** SpEd: 6.7% of students reached approaches or above in reading and 3.3% of students reached approaches or above in math on STAAR 2021-2022. **Root Cause:** Due to gaps from the effect of COVID or the pandemic

**School Processes & Programs**

**Problem of Practice 1:** Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. **Root Cause:** After the pandemic there was an increase of social and emotional concerns.
Board Goal 5: N/A - Additional Campus Goals

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

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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Monitor, observe, assess, and identify students who need to complete immunizations and provide them with a list of service providers to ensure they are complete. At the time of enrollment for all new students provide opportunity and information to parent/guardian on any outstanding immunizations to complete prior to the start of school.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By monitoring and assessing frequently then we will ensure 100% of immunizations are up to date.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> School Nurse Registration Team</td>
<td>Nov 75%</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Identify students that have immunizations due. Provide them with written notice of due date for immunizations including service providers. Track immunization progress.</td>
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</tr>
<tr>
<td><strong>Title I:</strong></td>
<td></td>
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<tr>
<td>2.6</td>
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</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Sutton Elementary will conduct an immunization fair during the 2022-2023 school year.

**Strategy's Expected Result/Impact:** This strategy will help to ensure students and parents are up to date with their immunizations.

**Staff Responsible for Monitoring:** Nurse
- CIS
- Wraparound

**Action Steps:**
- Nurse will meet with CIS and Wraparound to coordinate the Fair
- Seek out local health professionals to provide immunizations
- Market the event

**Title I:**
- 2.6

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<tr>
<th>Reviews</th>
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<tbody>
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<td>Nov</td>
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<tr>
<td>Jan</td>
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<tr>
<td>Mar</td>
<td>70%</td>
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<tr>
<td>June</td>
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</tbody>
</table>

### Strategy 3 Details

**Strategy 3:** Sutton Elementary will provide Monthly Immunization Newsletter to parents and stakeholders to increase knowledge and understanding of ensuring immunizations are consistently up to date during the 2022-2023 school year.

**Strategy's Expected Result/Impact:** This strategy's expected result will help us increase the up to date immunizations.

**Staff Responsible for Monitoring:** Nurse

**Action Steps:**
- Create a Calendar of Immunizations Types
- Create Newsletter identifying immunization of the month
- Highlight local health agencies that will provide free or low cost immunizations

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<tr>
<th>Reviews</th>
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<tbody>
<tr>
<td>Nov</td>
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<tr>
<td>Jan</td>
<td>80%</td>
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<tr>
<td>Mar</td>
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<tr>
<td>June</td>
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</tbody>
</table>

#### Measurable Objective 1 Problems of Practice:

### School Processes & Programs

**Problem of Practice 1:** Social/Emotional: As measured by observations by the SEL team and administration, there has been an increase in the number of social/emotional behavior concerns compared to previous school years. **Root Cause:** After the pandemic there was an increase of social and emotional concerns.
Board Goal 5: N/A - Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

**Summative Evaluation:** No progress made toward meeting Goal

Measurable Objective 1: Sutton Elementary will implement a series of health and wellness professional learning opportunities for students, staff, and stakeholders during the 2022-2023 school year which will focus on physical, and mental health.

**Evaluation Data Sources:** Participation Records

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Sutton Elementary School will establish a health and wellness committee that will work to educate, inspire students, staff and stakeholders to prioritize their physical and mental health.</td>
<td><strong>Formative</strong> &lt;br&gt; <strong>Summative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> This will result in the entire community having improved health results, lowering the risk for common illness that plague our community.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Nurse &lt;br&gt; Health and Wellness Committee &lt;br&gt; Assistant Principal</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> Establish a health and wellness committee that includes students in the Future Doctor's Club &lt;br&gt; Create Health and Wellness Fair for Fall and Spring &lt;br&gt; Establish Wellness Wednesday Newsletter &lt;br&gt; Monthly Education Classes in conjunction with PTO/Face where we spotlight healthy habits of the month</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong></td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Supplies, Promotional materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500</td>
<td></td>
</tr>
<tr>
<td>Strategy 2 Details</td>
<td>Reviews</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td><strong>Strategy 2:</strong> Sutton will provide health and wellness fair for students and parents for the 2022-2023 school year.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> This strategy is aimed at providing health and medical services to students and parents at no cost while providing them with tips for a healthy lifestyle.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Nurse</td>
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<tr>
<td><strong>Action Steps:</strong> Plan health and wellness fair</td>
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<tr>
<td>Secure vendors</td>
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<tr>
<td>Work with wraparound and CIS to provide resources</td>
<td></td>
</tr>
<tr>
<td>Market event</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 3 Details</strong></td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy 3:</strong> Sutton will provide health and wellness program to help inform and educate students and staff on having a healthy active lifestyle during the 2022-2023 school year.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> The result of this strategy is to increase the physical health and well being of the students and staff at Sutton Elementary.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Nurse PE teachers Sponsors of Run Club, Soccer, Girls on the Run</td>
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<tr>
<td><strong>Action Steps:</strong> Recruit for sponsors of the following clubs: Runc Club, Soccer, Girls on the Run, Basketball, Zumba Market the different organizations Meet with students and staff</td>
<td></td>
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</tbody>
</table>

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue
Board Goal 5: N/A - Additional Campus Goals

Goal 8: The percentage of students in science measured by the percentage of students at the Meets Grade Level or above on STAAR for grade 5 shall increase by 5 percentage points from 27% to 32% between the Spring of 2022 and the Spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities

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

Evaluation Data Sources: Teacher and campus assessments, Assessments STEMSCOPES STAAR Interim Assessment, Digital Assignments, and Ontrack Exit Tickets.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implement Data-Driven instruction during and after school intervention programs in grade 5 to target students that are below the Meets Grade Level Standard.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Increase student achievement in Science</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Dean of Instruction, 5th Grade administrator.</td>
<td></td>
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<tr>
<td><strong>Action Steps:</strong> Analyze different sources of data to identify students below grade level for interventions. Provide PD to 5th Grade Science teachers to support instruction. Provide interventions during regular school hours. Provide tutorials after school hours (including Saturday) Monitor student progress towards their individual goals by using intervention logs. Appraisers will conduct weekly virtual observations to provide constructive feedback to teachers; Conduct PLC sessions to analyze data after each district assessment. Group students based on data for interventions.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Funding Sources:** Instructional Science and Lab Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $12,000, i-Ready - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,100, ECS Learning - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $2,630
### Strategy 2 Details

**Strategy 2:** Teachers will receive Professional Development on Science best practices and lab incorporation.

**Strategy's Expected Result/Impact:** Increase student achievement in Science and teacher knowledge on science best practices.

**Staff Responsible for Monitoring:** Dean of Instruction, 5th Grade administrator and TA lab coordinator.

**Action Steps:** Teachers will enroll on PD with the focus on Science and labs.

Teachers will meet with our science lab coordinator to make sure they follow the district scope and sequence and lab practices.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

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<tr>
<th>Reviews</th>
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### Strategy 3 Details

**Strategy 3:** Teachers will conduct science lab activities with fidelity, incorporate our Science word of the day, and integrate a science journal.

**Strategy's Expected Result/Impact:** increase student achievement in Science

**Staff Responsible for Monitoring:** Dean of Instruction, 5th Grade administrator and TA lab coordinator.

**Action Steps:** Teachers will collaborate with our campus science lab coordinator, and they will connect lesson with lab practices.

Teachers will have the opportunity to "Peer Observation" during the science lab practices.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** Science Lab Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $12,000

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<th>Reviews</th>
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### Measurable Objective 1 Problems of Practice:

**Student Learning**

**Problem of Practice 2:** Science: As measured by STAAR 2021-2022, 27% of students performed at or above meets standard on science. **Root Cause:** Lack of practical application of science concepts in a science lab.

**Measurable Objective 2:** The percent of students in grades 3 through 5 performing at the Meets or above Grade Level in the Science School Assessments will increase at least 5% quarterly.
### Strategy 1 Details

**Strategy 1:** Teachers will incorporate a Science word wall in the classroom.

- **Strategy's Expected Result/Impact:** Students will be exposed to science material and increase the number of students scoring at the master's level on assessments.
- **Staff Responsible for Monitoring:** Teachers, administrators, and science lab TA.
- **Action Steps:** Teachers will review the science word of the day and have a designated place in the classroom to add a word wall. Administrators and teachers will collaborate to elaborate a science fair and invite parents.

### Strategy 2 Details

**Strategy 2:** Sutton Elementary will incorporate a Science Fair during the spring semester.

- **Strategy's Expected Result/Impact:** Students will be exposed to science material and increase the number of students scoring at the master's level on assessments.
- **Staff Responsible for Monitoring:** Teachers, administrators, and science lab TA.
- **Action Steps:** Teachers will have students participate in engaging, hands-on activities for science and STEM. Therefore, they will enjoy science more, and will retain more information. Teachers will include hands-on Labs and Investigations.

### Reviews

<table>
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<th>Formative</th>
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- **20%**
**Strategy 3 Details**

**Strategy 3:** Teacher will have students involved with science, including both English language learners and those who already are proficient in English.

**Strategy's Expected Result/Impact:** Students will be exposed to science material and vocabulary.

**Staff Responsible for Monitoring:** Teachers, administrators and science lab TA.

**Action Steps:**
- Teachers will give students access to language.
- Teachers will incorporate Science Word of the Day.
- Teachers will use vocabulary to spark students’ interest.

**Title I:**
2.5, 2.6

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**Measurable Objective 2 Problems of Practice:**

<table>
<thead>
<tr>
<th>Problem of Practice 2</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: As measured by STAAR 2021-2022, 27% of students performed at or above meets standard on science.</td>
<td>Lack of practical application of science concepts in a science lab.</td>
</tr>
</tbody>
</table>

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**Reviews**

<table>
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- **20%**

**No Progress** Accomplished  Continue/Modify  Discontinue
State Compensatory

Budget for 248 Sutton Elementary School

Total SCE Funds: $272,739.00
Total FTEs Funded by SCE: 6.5

Brief Description of SCE Services and/or Programs

$32,939 Supplies, testing consumables materials, educational/instructional materials, $35,800 Two Degreed Tutors (C. Goodwin and D. Zuniga) $111,000 Teacher Assistants Salary 5 Total (2 Vacant, C. Ruiz, M. Zuniga, S. Castro) $93,000 Teacher Salary 1.5 Total ( N. Reyes and F. Montoya)

Personnel for 248 Sutton Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Montoya</td>
<td>Bilingual Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Maria Ruiz</td>
<td>Teacher Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Maria Zuniga</td>
<td>Teacher Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Norma Reyes</td>
<td>ESL Elem Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Sara Castro</td>
<td>Teacher Assisting</td>
<td>1</td>
</tr>
<tr>
<td>Vacant</td>
<td>Teacher Assistant</td>
<td>1</td>
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<tr>
<td>Vacant</td>
<td>Teacher Assistant</td>
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</tbody>
</table>
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Sutton Elementary serves a population that is 94.6% Economically disadvantaged and who qualify for Title 1 Services. According to the 2022 accountability data Sutton Met Standard in all three Domains on the State of Texas Assessment of Academic Readiness (STAAR) 2022: Student Achievement (72, C), School Progress (94, A), and Closing the Gaps (79, C). Sutton received an overall rating of an A (90). This was an improvement from the 2019 accountability rating of a B (85). Despite these achievements, more work is needed in improving Domain 1 scores from a C to at least a B by increasing the number of students scoring at or above the Meets Grade Level Standard. Sutton administered a total of 1008 STAAR tests in Grades 3, 4 and 5 during the spring of 2022 (all subjects all subgroups). From the total of tests, 31% of the students Did Not Meet standard in one or more tests. In Math, only 34.2% of the students scored at or above the Meets Grade Level Standard in Math. This was a decline when compared to the pre-pandemic period when 45% of the students scored at or above the Meets Grade Level Standard. In Reading, 38.7% of the students scored at or above the Meets Grade Level Standard.

The Reading levels of students in grades K to 3rd as measured by the 2022 End Of Year (EOY) Benchmark Running Records (BRR) showed that 40% of the Kindergarten students met the expectation; 41% of the 1st Grade students reached the expected level; 35.55% of 2nd Grade students met the expectation, and 43% of 3rd Grade students met the expected level. Overall 40% of K-3 students scored on grade level in Reading as measured by the BRR. This means that 60% of the students are reading below grade level. Pre-Kindergarten (PK) attainment in Reading and Math is measured by CIRCLE assessment. The 2022 EOY CIRCLE showed that 76% of PK Regular/ESL students were On Track in phonological awareness, while only 34% were on Track in rapid vocabulary.

To increase the academic achievement of all students, there is need to provide Reading and Math interventions for all Tier 2 and Tier 3 students and after school and Saturday tutorials to bridge learning gaps and learning loss. There is also a need to build the capacity of teachers to provide a high quality rigorous instruction that meets the needs of all students.

State accountability data disaggregated by ethnicity shows that the Asian student group has missed the targets in three indicators (Academic Achievement in Reading and Math and Student Success) for three consecutive years. As a result, Sutton has been identified for targeted support and improvement despite the overall A rating. State targets for the Asian sub group are high compared to other groups. For Academic Achievement which is measured by the number of students scoring at the Meets Grade Level, the state target is Reading (74%) and Math (82%). Sutton data shows Reading (46%) and Math (48%). For Student Success (Domain 1 STAAR Component Only), the state target for the Asian subgroup is 73. Sutton data shows 46. For Academic Growth, the state target for the Asian subgroup is Reading (77) and Math (86). Sutton data shows the Asian subgroup scored Reading (85) and Math (96) and exceeded state target by 8 and 10 points respectively for Math and Reading. While our data shows we are doing a great job with growing these students, more work is needed in ensuring that they are scoring at high levels. Majority of the Asian students enrolled at Sutton come in as newcomers and are either refugees or asylees from Afghanistan with either interrupted or no formal schooling and require a lot of language and socio-emotional supports to be successful in school. This year we hope to build on the tremendous growth they have made in the past year as a bridge to scaffold their learning to higher levels of achievement.

Sutton elementary serves a large population of Emergent Bilingual (EB) students (73.5%). The language proficiency levels of EBs is measured by the Texas English Language Proficiency Assessment System (TELPAS). Students are expected to make a one year’s growth in language proficiency. According to the 2022 TELPAS data, 50% of the students showed growth. We still have 50% of the EB subgroup that did not show growth. There is a need to provide Content Based Language Instruction so that these students can develop academic language and comprehend content. Teachers will require Professional development and coaching in ESL Best Practices.

In addition to the academic goals, Sutton aims to address discipline and attendance in the 2022-2023 school year. There has been a serious drop in the Average Daily Attendance since the pandemic from 95% in 2020-2021 to 92.5% in the 2021-2022 school year. Sutton aims to increase the average daily attendance from 92.5% to at least 95% between Spring 2022 to Spring 2023. Discipline at Sutton is not a major problem. However, a lot of students struggled with a lot of socio-emotional issues due to the pandemic on return to in person instruction in the past school year. Sutton aims to increase Socio-emotional supports. Sutton will aim to reduce the number of out of school suspensions from 0.5% to 0.3 % and the number of in school suspensions from 1.25% to 0.75% as measured by the ratio of the total out of school and in-school suspensions versus the total number of students.
Parental involvement is an important factor in students' academic achievement. However, parental involvement declined during the pandemic period. There is need to increase parental involvement by increasing participation in activities related to education, family literacy, and parental literacy.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

This CIP was developed with the assistance and approval of the parents of children participating in the Title 1 program, as well as Beatrice Akala, Principal; Rebecca Savoy, Assistant Principal; Martha Molina, Title 1 Coordinator; Henry Benavides, Parent; Nohelia Rodriguez, Parent Engagement Representative; Martha Molina LPAC representative; Catlin Pfaffenbach, Special Education Lead Teacher; Oscar Urrutia, Dean of Instruction; and Caitlin Pfaffenbach Site-Based Decision-Making Committee (SDMC) Representative. Parent meeting dates 9/21/22 9:00a.m. 9/29/22 5p.m.

2.2: Regular monitoring and revision

- We use Formative Assessments
- Schoolwide Exit Tickets
- Appraiser and Teacher Observations
- Monitor Attendance Data

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

Languages in which the Campus Improvement Plan is available:

English
Spanish

Translated versions are disseminated to parents via: School Website, Front office, Title 1 Coordinator office

2.4: Opportunities for all children to meet State standards

Sutton will aim to provide a high quality tier 1 instruction in addition to the following strategic actions: implement and monitor a school-wide daily intervention time in every classroom to personalize and differentiate instruction based on data; implement the District-wide Literacy by 3 program and literacy across all content areas.

Teachers will have an independent reading time embedded in their Literacy block and during the day. Students will read books virtually on MyOn, Reading A-Z, and books of their interest.

Use problem solving board or graphic organizer during the math block and Incorporate white boards for every student to solve and check for understanding.

Implement the use of Problem Solving Journals as part of the Math Instructional Block to target the development of critical thinking skills as well as to increase the level of instructional rigor. Incorporate technology in daily lessons to keep students engaged, check for understanding and enhance instructional practices.
Teachers will conduct science lab activities with fidelity, incorporate our Science word of the day, and integrate a science journal.

Implement a school-wide SEL program to include Capturing Kids Hearts, and a Social Worker/Wraparound Specialist/Communities In Schools and School Nurse to work in partnership to address students’ non-academic needs.

2.5: Increased learning time and well-rounded education

Provide multiple opportunities for students to participate in after school programs that target their specific needs (tutorials, corrective reading, GT enrichment programs, soccer, chess club, math club, gardening, Name that Book, University Interscholastic League (UIL), gymnastics, art, drums, running, Martin Luther King Speech Contest, band, choir, science fair, GT expo, future doctors and Zumba).

Implement a school-wide college and career readiness program that includes college fieldtrips, college awareness days, classroom college corner, Advancement Via Individual Determination (AVID), and career readiness story time.

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

Implement a professional development plan for administrators, teachers, teacher assistants, and parents to build capacity for technology integration, English Language Proficiency Standards (ELPS) integration, Social Emotional (SEL) integration, Universal Design for Learning, House Bill-3 Reading Academy, increasing rigor during instruction, differentiation, Best Practices for SPED instruction, and Data-Driven decision making.

Implement Professional Learning Communities on a weekly basis to focus on Data-analysis, planning, rigor readiness and instructional best practices.

Use guided reading, literature circles, and targeted small group instruction to develop students’ independent reading levels and to increase reading fluency and comprehension.

Teachers will target mathematical fluency and numeration in grades Pk-2nd during small groups and workstations. Use a variety of technological platforms to keep students engaged and to assess students understanding.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The language proficiency levels of EBs is measured by the Texas English Language Proficiency Assessment System (TELPAS). Students are expected to make a one year's growth in language proficiency. According to the 2022 TELPAS data, 50% of the students showed growth. Sutton superseded the growth expectation of 39% showing growth on a campus. In the year 2021, 45% of students showed growth on the TELPAS. This year's data shows a 5% point increase in the number of students showing growth. Our campus goal is to increase the number of students showing growth on the TELPAS by at least 5% points from 50% to 55%.

The Reading levels of students in grades K to 3rd as measured by the 2022 End Of Year (EOY) Benchmark Running Records (BRR) showed that 40% of the Kindergarten students met the expectation; 41% of the 1st Grade students reached the expected level when compared to 19% at the Beginning of the Year (BOY) BRR administration; 35.55% of 2nd Grade students met the expectation, and 43% of 3rd Grade students met the expected level. Overall 40% of K-3 students scored on grade level in Reading as measured by the BRR. Pre-Kindergarten (PK) attainment in Reading and Math is measured by CIRCLE assessment. The 2022 EOY CIRCLE showed that 76% of PK Regular/ESL students were On Track in phonological awareness, while only 34% were on Track in rapid vocabulary. 83% of Bilingual PK students were on Track in phonological awareness, while 68% were On Track in rapid vocabulary. On the EOY CIRCLE Math, 82% of the Regular/ESL students were On Track, while 98% of the Bilingual students scored On Track.

4. Parent and Family Engagement (PFE)
4.1: Develop and distribute Parent and Family Engagement Policy

If students are to be successful, their parents or guardians must be actively involved in their education. Sutton Elementary School has developed this policy to describe how we involve parents in the development of policy and the School-Parent Compact, to help parents help their children achieve in school, and to make sure parents with limited English proficiency or disabilities can participate in their children’s education. This policy was developed with the assistance and approval of the parents of children participating in the Title 1 program, as well as Beatrice Akala, Principal; Rebecca Savoy, Assistant Principal; Martha Molina, Title 1 Coordinator; Henry Benavides, Parent; Nohelia Rodriguez, Parent Engagement Representative; Martha Molina LPAC representative; Caitlin Pfaffenzach, Special Education Lead Teacher; Oscar Urrutia, Dean of Instruction; and Caitlin Pfaffenzach Site-Based Decision-Making Committee (SDMC) Representative.

(8) Accessibility: Participation and involvement of all parents is important. Information related to student achievement, school performance, school and parent programs, meetings and other opportunities for participation are sent home in the home language, whenever possible. Some of the standard information sent home in Spanish includes this school policy, report cards, progress reports, Title I mandatory notifications. Open House, Early Dismissal and parental involvement meetings are presented in English and Spanish, face to face and virtually. Also, English/Spanish and other language interpreters are provided for parent conferences, for Intervention Assistance Team meetings and for annual ARD meetings to support Special Education programs.

(9) Evidence of Documentation: The Sutton Office of Parent and Family Engagement (SOPE) will ensure that proper documentation is kept as evidence of parent engagement (sign-in sheets and Meeting minutes).

(10) Contacts:

Martha Molina, Title I Coordinator, 713 778-3400

Nohelia Rodriguez, Parent Engagement Representative, 713 778-3416

4.2: Offer flexible number of parent involvement meetings

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<tr>
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5. Targeted Assistance Schools Only
# Title I Personnel

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<td>Nohelia Rodriguez</td>
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<td>Veronica Ruiz</td>
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### 1991010001 - General Fund - Regular Program

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<th>Strategy</th>
<th>Resources Needed</th>
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<th>Amount</th>
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**Sub-Total** $28,099.83

### 1991010004 - General Fund - State Comp Ed

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**Sub-Total** $763,300.00
### 1991010006 - General Fund - Bilingual

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**Sub-Total $653,030.00**

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**Sub-Total $14,000.00**

### 2110000000 - Title 1 Basic Programs

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<th>Strategy</th>
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## 2110000000 - Title 1 Basic Programs

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**Sub-Total** $148,139.20

## 4290000000 - State Special Revenue

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**Sub-Total** $105,300.00