Houston Independent School District

298 Raul C. Martinez Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness
Mission Statement

At Raul C. Martinez Elementary, our mission is, in partnership with all stakeholders, to promote excellence in developing a growth mindset where students lead the learning to become college and career ready. Our vision at RCM is to empower every child by providing equitable opportunities and unparalleled learning experiences by fostering a culture of excellence through high-level learning and achievement. Through targeted, personalized learning and interventions, our students' academic achievement will reflect performance at Meets Grade Level or higher, and reading at or above grade level so that they are ready for middle school, and post-secondary readiness. We believe in providing ongoing coaching and development to our teachers so that our students receive the best education possible that is aligned to meet their individual social, emotional and academic needs. In an effort to support whole-child development, we offer enrichment opportunities to all students through STEM activities, coding, music, AVID, Student Council and Kindness Krew. Through these enrichment opportunities, our goal is to support our students' college and career interests and goals.

Vision

Raul C. Martinez Elementary will empower every child by providing equitable opportunities and unparalleled learning experiences by fostering a culture of excellence through high-level learning and achievement.

Value Statement

- We will provide a safe and challenging learning environment while fostering positive relationships between staff and students.
- We will provide an environment that prepares our students for a successful future.
- We will inspire students to be life-long learners while preparing them to be productive and responsible citizens.
- We will provide equitable learning opportunities to all students and empower them to show leadership in their learning.
- We will offer a positive and caring school culture that will allow students to feel safe and focus on learning.
- We will promote differentiated professional development and teacher collaboration to help teachers reach their full potential.
Table of Contents

Comprehensive Needs Assessment 4
  Demographics 4
  Student Learning 4
  School Processes & Programs 8
  Perceptions 10
Priority Problems of Practice 11
Comprehensive Needs Assessment Data Documentation 12
Board Goals 15
  Board Goal 1: ELAR: The percentage of 3rd grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024. 16
  Board Goal 2: MATH: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024. 20
  Board Goal 3: SCHOOL PROGRESS: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024. 24
  Board Goal 4: CLOSING THE GAPS: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024. 27
  Board Goal 5: N/A-Additional Campus Goals 31
State Compensatory 54
  Budget for 298 Raul C. Martinez Elementary School 55
  Personnel for 298 Raul C. Martinez Elementary School 55
Title I Personnel 55
Addendums 56
Comprehensive Needs Assessment

Revised/Approved: June 27, 2022

Demographics

Demographics Summary

Raul C. Martinez Elementary is located east of downtown Houston, in an inner-city neighborhood. RCM provides an effective instructional program that services all students, including English Learners, special education, overage, gifted and talented, and general education students. RCM has met state standard consistently for four (4) years. The school provides instruction to approximately 447 students in grades pre-kindergarten through fifth grade. The school's Title I Program serves 96% Hispanic, 2% African-American, 2% White. 39% are English Learners and 9.8% (44 students) are enrolled in the Special Education program. The attendance rate for the 2021-2022 school year was 91.9%.

The student population is 100% free or reduced lunch. All teachers are highly qualified with a general education certification to meet every students’ needs. Every core teacher has either an ESL certification or bilingual certification. Teachers provide differentiated instruction through small group, Literacy By 3, Guided Math, and intervention block. Enrichment programs include violin, Flamenco/ Folklorico dance, sports, and AVID.

The Denver Harbor community is located East of Downtown Houston and is near the Ship Channel. Denver Harbor is in Trustee District VIII of Houston ISD represented by Judith Cruz.

The Denver Harbor community consists of mostly homeowners. Some of which are concerned about the gentrification of the neighborhood.

We currently have 26 teachers, including the special education and enrichment team, an interventionist, a school counselor, a Teacher Specialist, and an Assistant Principal. Our Special Education department consists of PSI, ECSE, Resource, and Speech. Our Enrichment team consists of Physical Education, Music, and Library.

Demographics Strengths

- Raul Martinez demographics are consistent with the previous years.
- Raul Martinez staff participate in differentiated, high quality professional development that is aligned to the needs of the students and their personal professional development.
- Raul Martinez Elementary consists of a staff that is highly dedicated and focused on the social and emotional needs of the students.
- Raul Martinez staff consistently collaborates with grade level and vertical team to design lessons that meet the needs of all students.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Maximized learning opportunities for students in prekindergarten through fifth grade was compromised for those who had low attendance, arrived late to school or checked out early during the 2021-2022 school year. Root Cause: Positive and presumed positive Covid-19 cases attributed to low attendance. Also, school families struggled with adjusting to back to school routines and expectations. Additionally, the school was more reactive than proactive in heightened awareness in monitoring attendance from the onset of the school year.
Student Learning

Student Learning Summary

Domain 1: Student Achievement-The STAAR data comparison below reflects an increase in Domain 1: Student Achievement from the 2021 to 2022 school year in all three performance levels Approaches Grade Level, Meets Grade Level, and Masters Grade Level and in all tested areas, 3rd-5th Reading and Math and 5th Science. Though significant increase in achievement, Science remains an area of refinement at Meets Grade Level and higher. All testing groups showed an increase in student achievement at Meets Grade Level and above, including special education and ELs.

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Science

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Domain 2: Student Growth- Our 2022 student growth data for Reading shows that we had 80 students earn a full point of growth from the previous school year. Likewise, we had 83 students in Grades 3-5 Math that earned a full point for growth calculation. The greatest growth in Reading came from the 4th to 5th grade cohort. Though RCM has earned tremendous growth in both Reading and Math STAAR, we also have 11 students who did not earn growth points in Reading and 14 in Math. Upon digging deeper into the data, it also shows we had one student who regressed in Reading from Masters Grade Level in 2021 to Meets Grade Level 2022. Additionally, we had 4 students perform at Masters Grade Level in 2021, but regressed to Meets Grade Level in 2022.

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Highest Reading Student Growth Cohort
% Approaches | % Meets | % Masters
---|---|---
Year | 2021 | 2022 | 2021 | 2022 | 2021 | 2022
4th Reading | 66% | 32% | 12% | 35%
5th Reading | 79% | 59% | 12% | 35%

Highest Math Student Growth Cohort

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<th>Total Evaluated</th>
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<td>86%</td>
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Domain 3: Closing the Gaps data reflect that we have met or surpassed the academic achievement status targets with the exception of Student Success Status for our Non-Continuously Enrolled students. For the 2022-2023 school year, we will identify our Non-Continuously Enrolled students early on so that we are focused on targeted interventions for this student group. Likewise, in order for RCM to continue to meet the targets set forth for Closing the Gaps, focused data analysis for each student group will begin from the onset of the school year.
**Student Learning Strengths**

Reading and Math achievement has increased from the 2020-2021 to the 2021-2022 school year. Intentionality in targeted instruction and data-tracking has supported the increase in achievement and growth. We will continue to focus on increased intentionality in personalized learning and empowerment for all students through TEKS aligned workstations and intensive interventions. We will also refine our practice in student ownership in creating goals and tracking their progress throughout the year. Likewise, we will continue to be strategic with our DDI and Instructional Planning practices with side-by-side planning, especially for 5th grade Science, and provide ongoing coaching and feedback to our teachers.

**Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1 (Prioritized):** There is a disparity in student achievement on 5th grade Science STAAR in comparison to 5th grade Reading and Math. **Root Cause:** Teacher requires consistent side-by-side planning to ensure TEKS aligned instruction and DDI practices for all students.

**Problem of Practice 2 (Prioritized):** There is continued need to conduct focused PLCs that engages teachers in strategic side-by-side planning throughout the lesson cycle, and model aggressive monitoring so that we increase our capture of data points throughout the lesson. **Root Cause:** Teachers need consistent modeling and At-Bats opportunities during PLCs and real-time coaching.

**Problem of Practice 3:** Many students are not on grade level and require strong response-to-intervention. Teachers struggle with identifying and implementing evidence-based instructional practices that are valid and reliable. **Root Cause:** Teachers are unfamiliar with RtI best practices (the strategies) and resources available through the district.
School Processes & Programs

School Processes & Programs Summary

At RCM, we engage in DDI as ongoing practice to ensure that our instruction meets the personalized needs of each student. We use a data protocol that engages our staff to analyze the performance of each SE overall and by each individual students, create small-groups for targeted interventions, and track achievement and growth data for students. The data protocol process creates opportunities for teachers to collect, display and track data on our PLC data wall and in each classroom. Teacher teams and instructional leaders collaborate and discuss achievement data and growth during Tuesday PLCs, side-by-side planning, RTI outcomes and IAT documentation review. As a result of intentional data-driven instruction, our interventions were focused and targeted Reading, Math, and Science for DLAs, Campus-Based Assessments, and STAAR. During the 2022-2023 school year, RCM will continue to strengthen DDI and Instructional Planning processes with a drive for results. The following processes are a part of our DDI and Instructional Planning focus for this school year:

- Scripted lesson plans to ensure all critical components are included in lessons and ensure vertical and horizontal alignment and at the appropriate DOK level
- Engage in calibrated Learning Walks to grow our teachers through ongoing coaching and feedback using the Get Better Faster Coaching Guide with a focus on the See It, Name It, Do It protocol
- Engage in At Bats to increase effective 1st teach
- Embed small-group instruction to create high-impact mini lessons for targeted, data-driven student groups
- Continue to conduct goal setting with students to maintain accountability and to take ownership in their learning.
- Conduct long-range collaborative planning sessions to prepare quality lessons for students that maintain the integrity of the UDL gradual release of responsibility model.

School Processes & Programs Strengths

- Instruction aligned vertically and horizontally among grade levels
- Teachers will work with EL and SPED personnel to co-teach classes to meet the needs of exceptional learners
- Instructional blocks are created to support SEL practices, Interventions and Instruction
- Teachers focus on explicit I Dos and engage in At Bats to strengthen the 1st teach
- Conduct Guided Math/Science and Reading/Writing instructional expectations professional development to increase capacity in teachers deconstructing TEKS and communicating concepts
- Embed Really Great Reading as a scripted practice during word study
- Create TEKS, STAAR 2.0 aligned formative assessments and engage students in online test taking strategies and practice
- Use data to inform decisions and plan instruction based on needs
- We have strong veteran teachers who are open to feedback and willing to always do what is best for the students. Campus culture is positive and strong and Team RCM support each other and students through challenges so that goals are met.

- Tier II leaders are instructional coaches and focus on improving the skills of the teachers by planning, modeling, coaching, and creating action plans for the next steps. Instructional expectations are clear, and staff understands they are ever-changing to positively impact instruction at all levels. There are ongoing evaluations from admin meetings and debriefs to PLCs and one-to-one coaching sessions.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): An area of refinement is strong 1st instruction and explicit I Dos. Root Cause: The root cause is inconsistency with focused instructional planning for an explicit I Do based on individual student needs and cyclical At Bats from the onset of the school year.
Problem of Practice 2 (Prioritized): Data capturing is not consistent and teacher response is delayed when it should happen on the spot; therefore, there is a significant need to increase our aggressive monitoring practices. **Root Cause:** Teachers tend to be stationary and do not circulate with a purpose throughout the lesson to check for student understanding.

Problem of Practice 3 (Prioritized): An area of refinement is to increase At Bats during PLC aligned to the TTESS rubric. **Root Cause:** At Bats wasn't a previously normed practice at RCM; thus, there was an initial level of discomfort in engaging in practice with peers and instructional leadership.
Perceptions

Perceptions Summary

At Raul Martinez Elementary, we view education through the lens of a social-emotional scope. Rather than separating academic growth from social-emotional growth, we view the whole child's development as a priority and blend SEL into every component on campus. We believe in the importance of addressing emotional needs as they arise, building good character, and preparing our students for success beyond the classroom. We believe in building relationships, not only with students but also among teachers and staff. The social connection is valued so that our campus is not only a school but a home for all. We invite parents and the community to participate as much as possible and believe in strong partnerships to enrich our students' learning and their experiences. We keep families in the know of exciting things happening on campus through our website and social media accounts updated regularly and distribute important school updates in both English and Spanish through multiple outlets (all calls, emails, website, social media, etc.).

Perceptions Strengths

Many of our staff have been with our school from the beginning of their educational career and we have a very low turnover rate year to year. This, in large, is due to our school culture of positivity and warmth, building relationships, and working together as a family. Last year's staff survey showed that 100% of our staff felt we had a positive school culture despite the hardships of the pandemic this past school year. Our students are greeted by name and known not only by their homeroom teacher but by numerous teachers, staff members, and the admin team. Students who have social-emotional needs are referred to the counselor immediately and have a safe place to process their feelings. Students and staff are well aware of our principal and leadership's open-door policy and it is apparent in the number of both students and staff who seek conversations with the admin team on a daily basis. As we prioritize building relationships, we have recognized that celebrations are a beautiful way to motivate and encourage. Students and staff are celebrated for achievements big and small year-round. Character is being built not only in classroom guidance lessons with the counselor but throughout the building as conversations about goals, growth mindset, friendships, problem-solving, and conflict resolution take place day in and day out.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: There is a perception that teacher pay teachers is aligned to Texas standards and is a reliable resource for instruction and that they are not skilled to generate instructional material. Root Cause: There has not been a normed practice for vetting instructional resources, modeling, side-by-side, coaching, etc. to support generating aligned teaching materials.
Priority Problems of Practice

Problem of Practice 2: There is a disparity in student achievement on 5th grade Science STAAR in comparison to 5th grade Reading and Math.

Root Cause 2: Teacher requires consistent side-by-side planning to ensure TEKS aligned instruction and DDI practices for all students.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 1: An area of refinement is strong 1st instruction and explicit I Dos.

Root Cause 1: The root cause is inconsistency with focused instructional planning for an explicit I Do based on individual student needs and cyclical At Bats from the onset of the school year.

Problem of Practice 1 Areas: School Processes & Programs

Problem of Practice 3: There is continued need to conduct focused PLCs that engages teachers in strategic side-by-side planning throughout the lesson cycle, and model aggressive monitoring so that we increase our capture of data points throughout the lesson.

Root Cause 3: Teachers need consistent modeling and At-Bats opportunities during PLCs and real-time coaching.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: Data capturing is not consistent and teacher response is delayed when it should happen on the spot; therefore, there is a significant need to increase our aggressive monitoring practices.

Root Cause 4: Teachers tend to be stationary and do not circulate with a purpose throughout the lesson to check for student understanding.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: An area of refinement is to increase At Bats during PLC aligned to the TTESS rubric.

Root Cause 5: At Bats wasn't a previously normed practice at RCM; thus, there was an initial level of discomfort in engaging in practice with peers and instructional leadership.

Problem of Practice 5 Areas: School Processes & Programs
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
• STEM and/or STEAM data

**Student Data: Behavior and Other Indicators**

• Attendance data
• Mobility rate, including longitudinal data
• 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
• T-TESS data

**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
Board Goals

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

**Goal 1:** ELAR- Students in Grades 3 - 5 will increase 2023 STAAR Reading scores by 15% from 71% to 86% for the campus overall at Approaches Grade Level. Meets Grade Level Performance will increase by 10% percentage points from 46% to 56% , and Masters Grade Level performance will increase by 8% from 28% to 36%, from Spring 2022-Spring 2023.

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

**Measurable Objective 1:** All reading teachers will design standard aligned daily exit-tickets and weekly formative assessments that set the focus for daily objective driven instruction, to group and track students' progress by Grade Level Standards and Domains to drive decision-making, plan strategically crafted instruction, and to adjust based on student areas of need.

**Evaluation Data Sources:** Progress will be evaluated from evidence collected from ALL reading teachers using the UDL model (backwards planning design) aligned to TEKS and STAAR integration written/annotated on scripted lesson plans, TEKS progress trackers, Assessment progress trackers, TEKS mapping.

**HB3 Board Goal**
Strategy 1: Reading teachers will draft a TEKS map for the 2022-2023 school year that will be treated as a living document. TEKS Maps will be shared with administration to be continuously referenced during PLC’s and data conferences. As adjustments are made, teachers relay the changes to administration to communicate the most up-to-date scope and sequence of grade level TEKS taught, spiraled, and up and coming. This information is strategic, time-sensitive, and specialized for each grade level, for each teacher team to use as they plan and implement high impact instruction throughout the year that is based on tracked formative assessment data aligned to STAAR.

**Strategy's Expected Result/Impact:** Reading teachers will become more efficient and knowledgeable regarding delivery of content, the way it is assessed, and are better equipped to anticipate concepts of concern allowing for teachers to strategically plan-ahead. Teachers will increase their level of content knowledge and the quality data to drive instruction. Administration will provide TEKS mapping framework, monitor alignment and transference to lesson plans leading to implementation of live instruction. Administration will observe instruction, provide coaching and development, refer teachers to professional development sessions, and refer instructional resources to support teachers who in turn support students.

**Staff Responsible for Monitoring:** Jonathan Boudousquie, April Coleman

**Action Steps:**
1. Every teacher TEKS maps their grade level objectives for RLA.  
2. Administration will vet lesson plans and weekly formative assessments for TEKS alignment.  
3. Teachers plan and implement high impact instruction.  
4. Administration observes lesson implementation, provides coaching and development, and provides supportive instructional resources.  
5. Teacher adjust instruction based on feedback.  
6. Administration facilitates PLC’s and data conferences to gauge validity and reliability of assessment data.  
7. Teachers and Administration collaborate and plan next steps/course of action.

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

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

---

**Measurable Objective 2:** All reading teachers will use the RLA Instructional Expectations and The RLA (WTG) Walk-Through Guides to plan high-impact Tier 1 instruction that meets all students at all levels; following the IAT tiered intervention cycle. (Tier II & Tier III)

**Evaluation Data Sources:** All reading teachers will use the instructional strategies that include:

1. Teachers are observed following the UDL model during instruction.  
2. Instructional leadership engage in side-by-side planning with the teachers to design TEKS aligned, levels of questioning (DOK) as dictated on the scripted lesson plans and translated/transferred during live instruction.  
3. Teachers explicitly model thinking, reading, processing, semantic mapping, and question analysis in various response modes/methods. (STAAR 2.0)  
4. Teachers plan data-driven independent practice/workstations and small-group instruction to intervene and close student gaps and enhance student strengths.  
5. Teachers create and reference interactive visual/semantic supports such as interactive word walls, interactive anchor charts, interactive graphic organizers/supplemental aids, annotated texts, outlines, student exemplar’s, etc.

**HB3 Board Goal**
Strategy 1: Administration will conduct weekly observations/feedback, facilitate PLC's and data planning conferences, provide specific feedback for teacher scripted lesson plans, and provide ALL reading teachers with coaching and professional development following the "Get Better Faster: 90-Day Plan" by Paul Bambrick-Santoyo. Following this plan will grow ALL teachers towards obtaining phase 4 skills and abilities for management and rigor of planning and implementing high impact instruction.

**Strategy's Expected Result/Impact:** Teachers will refine instructional skills and best practices that impact student achievement. Teachers at phase 3 - 4 become expert prompters and developers of strategic levels/lines of questioning, create exemplar teaching materials, implement conceptual-based teaching practices, and leaders of reteaching/intervention and small-group/guided-reading instruction. Administration is responsible for integrating "Get Better Faster: 90-Day Plan" by Paul Bambrick-Santoyo. Teachers are responsible for implementation of phase 1 through 4 best practices covered for management and rigor of instruction.

**Staff Responsible for Monitoring:** Jonathan Boudousquie, April Coleman

**Action Steps:**
1. (Gauge Staff) - Meet teachers where they are and based on their current ability and style.
2. (Develop Prescription) - Create prescriptive development plans for teachers to grow within 90 days; integrate TADS rubric.
3. (Monitor) - Implement prescriptive plans and monitor teacher development.
4. (On-going development/Learning Continuum) - Celebrate teacher's results/growth and continue development.

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

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

### Measurable Objective 3

90% of students in Grades 3 - 5 will demonstrate 1 year's growth on the Renaissance Campus Universal Screener from BOY to EOY.

**Evaluation Data Sources:** Teachers will administer the screener 3 times throughout the year, provide feedback in student conferences, use data to make instruction retroactive and address students individual needs. Teachers will use the screener data in tandem with their formative assessment data to support goal setting and intervention for Tier II and Tier III students following the RTI/IAT framework.

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

**Strategy 1:** Reading teachers will plan and implement tiered instruction with foundations rooted from scientifically-based reading strategies and research.

**Strategy's Expected Result/Impact:** Reading teachers will anticipate students' misconceptions and intervene early for initial instruction that targets Tier I - III in one sweep leaving more time for reteaching and tailored intervention for students. Teacher will use formative assessment data and screener/diagnostic data to make instructional decisions and monitor student yearly progress.

**Staff Responsible for Monitoring:** Jonathan Boudousquie, April Coleman

**Action Steps:**
1. Build teacher capacity using research-based reading and writing strategies/approaches.
2. Follow the multi-tier model for RTI/IAT.
3. Monitor student progress to inform instruction.
4. Use the diagnostic/screener as an indicator for monitoring student achievement and progress.

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

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- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
Board Goal 1: ELAR: The percentage of 3rd grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: ELAR- 100% of RLA teachers from Grades 3 - 5 will collaborate during weekly PLC meeting to engage in data analysis from formative assessments (i.e. exit tickets/weekly assessments, campus based common assessment, and district level assessments) and implement immediate differentiated action steps for classroom instruction for the 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Reading/Writing teachers will lead PLC data conversations/conferences to communicate/provide administration with analysis of student progress towards STAAR/TEKS and the instructional impact. Teachers will disaggregate formative assessment data to plan, and carryout differentiated instruction that will lead to improved student performance and achievement. Teachers will collaborate to share data/findings, goal-set, and model best practices for targeted instruction.

Evaluation Data Sources: Reading/Writing teachers will cultivate and maintain a weekly data tracking tool that expresses STAAR aligned formative assessment data organized by objectives (TEKS). This tool will inform and lead decision making during planning and PLCs. This tool will reinforce differentiated action steps for students grouped by Approaches, Meets, and Masters.

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<tr>
<td>Strategy's Expected Result/Impact: Reading/Writing teachers will design specialized differentiated instruction that pushes students to the next Grade Level Standard by the following formative assessment, campus-based assessment, district level assessments.</td>
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<td>Action Steps: 1. Provide reading teachers with required elements/framework of the data tracking tool but allow autonomy in the teacher's design. 2. Model the Manager, Analyst, and Architect roles for teachers. 3. Implement the data conversation. 4. Record/transcribe notes of the PLC. 5. Evaluate scripted lesson plans for evidence of the reformulated approach.</td>
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Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
**Board Goal 2:** MATH: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** MATH: Raul C. Martinez students in Grades 3 - 5 will increase 2023 STAAR Math scores by 10% from 78% to 88% for the campus overall at Approaches Grade Level. Meets Grade Level Performance will increase by 9% percentage points from 47% to 56%, and Masters Grade Level performance will increase by 9% from 27% to 36%, from Spring 2022-Spring 2023.

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

**Measurable Objective 1:** All math teachers will design standard aligned daily exit-tickets and weekly formative assessments that set the focus for daily objective driven instruction, to group and track students' progress by Grade Level Standards and Domains to drive decision-making, plan strategically crafted instruction, and to adjust based on student areas of need.

  **Evaluation Data Sources:** Progress will be evaluated from evidence collected from ALL reading teachers using the UDL model (backwards planning design) aligned to TEKS and STAAR integration written/annotated on scripted lesson plans, TEKS progress trackers, Assessment progress trackers, TEKS mapping.

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

**Strategy 1:** Math teachers will create a TEKS map for the 2022-2023 school year that will be treated as a living document. TEKS Maps will be shared with administration to be continuously referenced during PLC's and data conferences. As adjustments are made, teachers relay the changes to administration to communicate the most up-to-date scope and sequence of grade level TEKS taught, spiraled, and up and coming. This information is strategic, time-sensitive, and specialized for each grade level, for each teacher team to use as they plan and implement high impact instruction throughout the year that is based on tracked formative assessment data aligned to STAAR.

**Strategy's Expected Result/Impact:** Math teachers will become more efficient and knowledgeable regarding delivery of content, the way it is assessed, and are better equipped to anticipate concepts of concern allowing for teachers to strategically plan-ahead. Teachers will increase their level of content knowledge and the quality data to drive instruction. Administration will provide TEKS mapping framework, monitor alignment and transference to lesson plans leading to implementation of live instruction. Administration will observe instruction, provide coaching and development, refer teachers to professional development sessions, and refer instructional resources to support teachers who in turn support students.

**Staff Responsible for Monitoring:** Mariama Criddle-Fisher, April Coleman

**Action Steps:**
1. Every teacher TEKS maps their grade level objectives for RLA.
2. Administration will vet lesson plans and weekly formative assessments for TEKS alignment.
3. Teachers plan and implement high impact instruction.
4. Administration observes lesson implementation, provides coaching and development, and provides supportive instructional resources.
5. Teacher adjust instruction based on feedback.
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7. Teachers and Administration collaborate and plan next steps/course of action.

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<td><strong>Evaluation Data Sources:</strong> Teachers will administer the screener 3 times throughout the year, provide feedback in student conferences, use data to make instruction retroactive and address students individual needs. Teachers will use the screener data in tandem with their formative assessment data to support goal setting and intervention for Tier II and Tier III students following the RTI/IAT framework.</td>
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**HB3 Board Goal**
**Strategy 1 Details**

**Strategy 1:** Math teachers will plan and implement tiered instruction with foundations rooted from scientifically-based reading strategies and research.

**Strategy's Expected Result/Impact:** Reading teachers will anticipate students' misconceptions and intervene early for initial instruction that targets Tier I - III in one sweep leaving more time for reteaching and tailored intervention for students. Teacher will use formative assessment data and screener/diagnostic data to make instructional decisions and monitor student yearly progress.

**Staff Responsible for Monitoring:** Mariama Criddle-Fisher, April Coleman

**Action Steps:**
1. Build teacher capacity using research-based reading and writing strategies/approaches.
2. Follow the multi-tier model for RTI/IAT.
3. Monitor student progress to inform instruction.
4. Use the diagnostic/screener as an indicator for monitoring student achievement and progress.

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

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

- **Targeted Support Strategy**

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**Board Goal 2:** MATH: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 2:** MATH: 100% of math teachers from Grades 3 - 5 will collaborate during weekly PLC meeting to dissect data from formative assessments (i.e.- exit tickets/weekly assessments, campus based common assessment, and district level assessments) and implement immediate differentiated action steps for classroom instruction for the 2022-2023 school year.

**Strategic Priorities:**
Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** Math teachers will lead PLC data conversations/conferences to communicate/provide administration with analysis of student progress towards STAAR/TEKS and the instructional impact. Teachers will disaggregate formative assessment data to plan, and carryout differentiated instruction that will lead to improved student performance and achievement. Teachers will collaborate to share data/findings, goal-set, and model best practices for targeted instruction.

**Evaluation Data Sources:** Math teachers will cultivate and maintain a weekly data tracking tool that expresses STAAR aligned formative assessment data organized by objectives (TEKS). This tool will inform and lead decision making during planning and PLCs. This tool will reinforce differentiated action steps for students grouped by Approaches, Meets, and Masters.

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

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
Board Goal 3: SCHOOL PROGRESS: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS: 100% of teachers will receive training on AVID strategies for the 2022-2023 school year. The series will emphasize instruction and; promote W.I.C.O.R. strategies, 21st century skills, progress monitoring, and rigor for all; support professional learning, equity and access to rigorous curriculum, and data collection/analysis; ensure strategic planning, career readiness, and distributed leadership; and foster college and career awareness, common belief in success, and high expectations for all to increase student achievement.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: All teachers will implement W.I.C.O.R. strategies, increase rigor, and progress monitoring via biweekly assessments throughout the 2022-2023 school year to increase student achievement.

Evaluation Data Sources: All teacher will engage in tracking W.I.C.O.R. strategies within lesson plan activities, align their differentiation to the T-TESS rubric for proficient or higher, and progress monitor biweekly assessments.

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| **Strategy 1**: Teachers will write W.I.C.O.R. activities into instruction focusing on analysis, peer collaboration, drawing conclusions, justify reasoning with evidence, interpreting data, formulating inferences, improve/innovate designs, make predictions, and formulating solutions to solve problems using AVID resources including instructional technology.  
**Strategy's Expected Result/Impact**: AVID integrated instruction will create learning experiences that stick! W.I.C.O.R. instruction will improve students’ academic learning achievement, student motivation, attitude, and problem-solving skills.

**Staff Responsible for Monitoring**: Jonathan Boudousquie  
Mariama Criddle-Fisher

**Action Steps**: 1. Implement AVID program.  
2. Rotate teachers attend professional learning series including webinars.  
3. Provide W.I.C.O.R. resources and materials during weekly PLCs.  
4. Review and critique weekly lesson plans for AVID integrated instructional tasks.  
5. Set and maintain the biweekly W.I.C.O.R. showcase on instructional boards.

**Title I**:  
2.4, 2.5  

- **TEA Priorities**:  
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **Targeted Support Strategy**

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Measurable Objective 2: All teachers will engage in ongoing professional learning via the AVID Site team, adhere to the M.A.R.S. (Misconceptions & Materials; Assessment, Academic Vocabulary, and Anchor Charts; Rigor & Resources; Strategies & Skills) best practice for planning and implementing rigorous curriculum, and complete the campus data analysis tool to increase student achievement.

Evaluation Data Sources: All teachers lesson plans will reflect AVID professional learning. The AVID site team will provide ongoing coaching and feedback, and the campus data analysis tool will be utilized with fidelity to review campus snapshot data to drive instructional decisions.

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<td><strong>Strategy 1</strong>: Integrate CCMR lines of questioning embedded within content instruction to consistently make connections between the lesson and the larger real-life outcomes.</td>
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<td><strong>Strategy's Expected Result/Impact</strong>: RCM instruction will be riddled with real world applications making the learning more tangible and relevant for students in all grades in all content areas.</td>
<td>Nov</td>
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</tbody>
</table>
| **Staff Responsible for Monitoring**: Jonathan Boudousquie  
Mariama Criddle-Fisher  
**Action Steps**: 1. Provide CCMR professional development opportunities.  
2. Critique lesson plans for CCMR lines of questioning activities, and projects.  
3. Observe CCMR integrated lessons for lines of questioning, activities, and assignments that are relevant and centered on real life challenges in workforce fields.  
4. Analyze the positive impacts on the learning and enhance when possible. |                                                             |                                                             |

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

- **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **Targeted Support Strategy**

Measurable Objective 3: All teachers will take part in strategic planning PLCs to unpack student expectations, explicitly plan real-world connections and applications for career readiness in turn foster college and career awareness and a common belief in success for all to increase student achievement and growth.

Evaluation Data Sources: All teachers will compete the campus TEKS analysis tool to unpack student expectations at weekly PLCs, in addition teacher lesson plans will include a section for explicitly linking college and career awareness that includes prior knowledge, foundational concepts, and real world connections.
**Strategy 1 Details**

**Strategy 1:** Ensure that all RCM teachers have specific trainings related to sheltered instruction and differentiated instruction to better serve diverse learner populations.

**Strategy's Expected Result/Impact:** Providing parents and students communications related to important CCMR goals and expectations to overcome barriers to secondary and post-secondary plans.

**Staff Responsible for Monitoring:** Jonathan Boudousquie
Mariama Criddle-Fisher

**Action Steps:**
1. Provide professional development opportunities for CCMR integrated concepts for ELs and Special Education students.
2. Communicate CCMR opportunities with parents and community members.
3. Critique lesson plans for CCMR for sheltered instruction and differentiated instruction.
4. Continue to develop and enhance CCMR integrated lesson activities.

**Title I:**
2.4, 2.5, 2.6, 4.1, 4.2

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**Targeted Support Strategy**

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- No Progress
- Accomplished
- Continue/Modify
- Discontinue
Board Goal 4: CLOSING THE GAPS: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS - 100% of teachers will provide students receiving special education services with highly differentiated literacy instruction that is data-driven, evidence-based, with an infrastructure aligned to student IEPs to increase student achievement.

   Strategic Priorities:
   Expanding Educational Opportunities

Measurable Objective 1: All teachers will provide systematic instruction that builds essential reading skills (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehensions support) via Really Great Reading (RGR) for all students, all-the-while providing intense one-to-one individualized support for exceptional learners receiving special education services.

   Evaluation Data Sources: All teachers will use the Really Great Reading (RGR) and apply the supplemental instructional tools to implement specific interventions for tier 2-3 students as well as students receiving special education services; building teacher capacity leading to an increase in student achievement.

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<td><strong>Strategy 1:</strong> RCM teachers will narrate lesson plans and provide explicit instruction with direct explanations of concepts; the &quot;how to's&quot; when applying the learning bit-by-bit. Teachers will provide adapted and differentiated learning experiences that allow for corrective feedback following the progression of essential reading skills one-to-one.</td>
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**Strategy's Expected Result/Impact:** Students that receive special education services will follow individualized pacing based on their IEP and their progression through phonemic and phonological awareness as well as direct phonics instruction to be able to decode (read) and encode (write) which will make a lasting impact on special education student achievement.

**Staff Responsible for Monitoring:** Jonathan Boudousquie
Mariama Criddle-Fisher
Christopher Ellison

**Action Steps:**
1. RCM teachers will narrate lesson plans to include explicit explanations of concepts; specifically
2. Lesson plans will be critiqued for differentiation for students that receive special education services.
3. Teachers will provide adapted texts and strategies based on student IEPs.
4. Students that receive special education services will be closely monitored for literacy development.
5. Personalized instruction will adjust based on student needs.

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
  Improve low-performing schools
- **Targeted Support Strategy**

**Measurable Objective 2:** As the first critical step in closing the achievement the gap for any subgroup(s) is acknowledging that such a gap exists. As part of the strategic planning process, RCM teachers have adopted the following statement: 100% of Raul C. Martinez educators are committed to equity and access for all!

**Evaluation Data Sources:** All teachers will foster building student relationships, become experts at recognizing implicit bias, engage students in challenging conversations, incorporate culturally responsive teaching and leadership practices, and together; explore and combat barriers to success.
Strategy 1: RCM teachers will practice implementing culturally responsive teaching practices that reflect the contributions from many opposing perspectives of all people. Teachers will facilitate students recognizing the barriers that perpetuate achievement gaps and strategize for adversity and grit to overcome the barriers to success.

Strategy's Expected Result/Impact: RCM students will be better equipped to defend their own perspectives and conduct respectful debates because they will have a better understanding of the opposing sides points of view and strategize to turn those associate relationships to their advantage.

Staff Responsible for Monitoring: April Coleman
Jonathan Boudousquie
Mariama Criddle-Fisher
Melanie Maldonado
Christopher Ellison

Action Steps: 1. RCM teachers will raise the achievement of all students while eliminating the predictability of academic achievement based upon class, race, gender, or disability.
2. RCM teachers will implement culturally responsive teaching and leadership practices that reflect the contributions and perspectives of all people.
3. RCM teachers will identify and address institutional barriers that perpetuate opportunity and achievement gaps.
4. RCM teachers will foster inclusive relationships across all communities.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
- TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy

Measurable Objective 3: 100% of IEPs will be implemented with fidelity; proactively for students receiving specialized instruction.

Evaluation Data Sources: All teachers, from core to enrichment, will track accommodations daily using the campus accommodation tracker and submit the tracker to administration every 6 weeks. This document will ensure students with IEPs receive their specialized instructional supports and will indicate improvement at each stage of progress monitoring because of the differentiated infrastructure leading to an increase on their individual goals and overall student achievement.
**Strategy 1 Details**

**Strategy 1:** RCM teachers will give plenty of feedback, continually monitor progress, clarify student friendly objectives, provide explicitly direct instruction, have students rephrase your lesson as a teach back of skills, and host many opportunities to reflect.

**Strategy's Expected Result/Impact:** Students will receive a rich classroom experiences that enhances student strengths using their IEPs as the vehicle for the centralized implementation of instruction providing students receiving specialized services have more structured opportunities to digest content and make meaning.

**Staff Responsible for Monitoring:** Jonathan Boudousquie
Mariama Criddle-Fisher
Christopher Ellison

**Action Steps:**
1. Form differentiated small groups.
2. Implement classroom centers/workstations.
3. Blend 'the Basics' with more specialized instruction.
4. Rotate lessons.
5. Incorporate thematic instruction.
6. Provide various levels text and classroom materials.

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

- **TEA Priorities:**
  Improve low-performing schools
- **Targeted Support Strategy**

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298 Raul C. Martinez Elementary School
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September 2, 2022 10:38 AM
Board Goal 5: N/A-Additional Campus Goals

Goal 1: ATTENDANCE: The percentage of attendance will increase by 5% from 91.9% in spring of 2022 to 96.9% by spring of 2023.

   Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: The campus will reduce the number of students who are chronically absent by 8%.

   Evaluation Data Sources: Parent conferences with administration will take place for chronically absent students to be held on case-by-case basis. All teachers will regularly communicate with administrators to formulate prescriptive attendance plans for parents of students who are chronically absent. Administrators will monitor absences through A4E and meet weekly with students/parents to address concerns and provide support.

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<td><strong>Strategy 1:</strong> Administration will complete house visits, formulate familial attendance action plans, and provide support services for families that are chronically absent. These items will be individualized and will be reduced overtime as progress is made.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> RCM will make gains in daily student attendance leading to a daily percentage rate of 98%.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Kimberly Guzman Hernandez Jonathan Boudousquie Mariama Criddle-Fisher Melanie Maldonado</td>
<td>Continue/Modify</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> 1. Conduct absentee/tardy parent conferences. 2. Create attendance action plans that are individualized. 3. Progress monitor attendance.</td>
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<tr>
<td><strong>Title I:</strong> 2.4, 2.5, 2.6, 4.1, 4.2</td>
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<tr>
<td><strong>- TEA Priorities:</strong> Improve low-performing schools</td>
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Measurable Objective 2: 100% of parents will be informed of attendance policies and their child's attendance and tardiness.

   Evaluation Data Sources: Teachers of Record and Office Staff will actively communicate the attendance, tardiness, and absence policy to parents and students daily. Parents will be required to sign in students who come after 7:40 am. in the front office. Directions regarding tardy student drop-off will be posted at campus entrances. Parents will be required to step out of vehicle and sign-in students who is tardy. At that time, parents will be reminded of RCM attendance and tardy policies and will inform the Teacher of Record and reflect this in Power School and ClassDojo platforms.
**Strategy 1 Details**

**Strategy 1:** Teachers will communicate student daily attendance and tardiness updates for parents using the data tools in the ClassDojo platform and reward student attendance with the ClassDojo token system.

**Strategy's Expected Result/Impact:** Parents will maintain constant communication with the teacher of record using the ClassDojo system to monitor teacher communication of student progress; including wholistic attendance, behavior, and academic progress.

**Staff Responsible for Monitoring:** Jonathan Boudousquie  
Mariama Criddle-Fisher  
April Coleman

**Action Steps:**
1. Require teachers to take daily attendance in both Power School and ClassDojo.
2. Require Administration to be included in the RCM teachers ClassDojo.
3. Monitor parent teacher communication through the ClassDojo platform.
4. Teachers will conduct parent conferences with Administrators for students with chronic absences to formulate personalized improvement plans.

**Title I:**
2.4, 2.6, 4.2

- **TEA Priorities:**
  Improve low-performing schools

- **Targeted Support Strategy**

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<th>Strategy 1 Details</th>
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- **0%** No Progress  
- **0%** Accomplished  
- **Continue/Modify** |

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

**Goal 2:** DISCIPLINE: The campus will require all RCM teachers to integrate classroom core instruction with social emotional learning best practices and strategies that will positively impact student behavior and reinforce fostering peer relationships reducing office referrals by 25% for the 2022-2023 school year.

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

**Measurable Objective 1:** 100% of RCM teachers will implement SEL strategies daily by conducting meaningful conversations with students surrounding SEL topics that integrate into classroom curriculum emphasizing the following concepts:
- Self-concept
- Build self-esteem
- Treat others well
- Strive for self-improvement.

Teachers will use community morning meetings, class discussions, and team building to facilitate the integration of SEL into academics in activities and lessons throughout each day.

**Evaluation Data Sources:** Conflict resolution will be taught to every student by each classroom teacher as well as by the school counselor. Teachers will be equipped with conflict resolution resources to help address conflicts between students as they arise. The campus will prioritize Social Emotional Learning and explicitly teaching students SEL strategies and skills for emotional regulation and communication. Student safety will remain the top priority with staff monitoring students at all times.
Strategy 1 Details

Strategy 1: The school counselor will provide teachers with the 7 effective strategies for classroom integration of SEL.
1. Help students identify their self-concept.
2. Introduce positive actions for body and mind.
3. Teach students to manage their feelings.
4. Teach empathy.
5. Teach students to face the truth.
7. Review all aspects using the TAF circle (Thoughts-Actions-Feelings).

Strategy's Expected Result/Impact: Teachers' integration of the 7 effective strategies will help foster more confident, kinder students who are better poised to face the stress of the outside world.

Staff Responsible for Monitoring: Melanie Maldonado
Jonathan Boudousquie

Action Steps: 1. Conduct staff SEL professional development on the 7 effective strategies.
2. Intercept student referrals.
3. Provide staff, students, and parents with SEL resources that enhance the 7 strategies of SEL integration.
4. Progress monitor struggling behavior students and formulate individualized behavior plans with teacher coordination.

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Improve low-performing schools

Reviews

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

**Goal 3:** VIOLENCE PREVENTION: The RCM administration will implement a combination of violence prevention policies, initiatives and security measures; including strategies and best practices to reduce bullying reports by 30% for the 2022-2023 school year.

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

**Measurable Objective 1:** RCM administration will provide bullying, fighting, weapon use, gang, and sexual violence prevention technical materials and training opportunities to 100% of RCM staff through the counselor and campus culture coordinator to promote a school culture of zero tolerance for violence.

**Evaluation Data Sources:** Establish a school culture of acceptance, tolerance, and respect. Teachers will use the ClassDojo platform as an extension in tandem with phone calls, emails, and house visits to communicate concerns, schedule conferences, make referrals to support services; all of which align to the campus handbook for maintaining a positive campus climate and to reinforce positive social interactions of inclusiveness for all RCM students.

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<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> All RCM students will engage in CIPA lessons and activities to support cybersafety.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The expected result will be that students use the cybersafety tools that they learn from the activities in real-life application.</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** April Coleman  
  Melanie Maldonado  
  Teachers  
  Jonathan Boudousquie  
  Mariama Fisher |
| **Action Steps:** Scheduled CIPA lessons during Ancillary |

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

Goal 4: SPECIAL EDUCATION: 100% of teachers will use IEP's with fidelity along with modifications and accommodations when planning tailored instruction for students with cognitive disabilities; with a specific focus on inferencing and comprehension monitoring strategies for the 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 100% of RCM teachers will carry out students' IEP's with fidelity including the implementation accommodations and modifications.

Evaluation Data Sources: Expedited delivery of IEP's and IEP's at-a-glance to all teachers. Include SPED chair and inclusion support staff in grade level lesson planning and PLC collaboration to facilitate instruction aligned to proper implementation of accommodations and modifications to all students with cognitive disabilities.

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Students will have equal access to content through the UDL model. This framework will help ALL teachers develop lessons and activities that include ALL students by addressing engagement, representation, and expression. RCM teachers will reduce barriers to content using UDL with student's IEPs at the forefront of planning.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> ALL students with IEPs will have improved access to content.</td>
<td><strong>Nov</strong></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** April Coleman
Jonathan Boudousquie
Christopher Ellison
Mariama Criddle-Fisher | | | | |
| **Action Steps:** 1. Facilitate IEP process.
2. Communicate IEPs with RCM teachers.
3. Implement IEPs
5. Conduct ARD meetings. | | | | |

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy

Measurable Objective 2: 95% of SPED students will develop comprehension through text based strategies and routines that transfer throughout all literary genres and content areas.

Evaluation Data Sources: Students will receive intensive small group instruction. Students will practice structured comprehension strategies. The inclusion teacher will plan with the teacher of record planning with the IEPs of individual students in mind. All allowable accommodations ad modifications will be readily available to students during
HB3 Board Goal

### Strategy 1 Details

<table>
<thead>
<tr>
<th>Strategy 1:</th>
<th>SPED students will be explicitly taught to monitor their understanding through think alouds, graphic organizers, directed reading and thinking, cloze procedure, etc.</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong></td>
<td>Students will have first-hand authentic classroom experiences to build schema to be able to monitor for meaning and understanding with support aligned to their individual IEPs.</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** | April Coleman  
Jonathan Boudousquie  
Christopher Ellison  
Marium Criddle-Fisher  
Melanie Maldonado  
RCM Classroom Teachers |
| **Action Steps:** | 1. Critique lesson plans for team teacher conversation script.  
2. SPED students' modifications and accommodations are represented on teaching materials.  
3. Differentiated instruction takes place throughout the inclusion classroom.  
4. Explicit small group instruction takes place following UDL and the gradual release of responsibility utilizing think alouds, graphic organizers, directed reading and thinking, cloze procedures and much more. |

### Reviews

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#### Measurable Objective 3: 85% of SPED students will be able to analyze written text and draw conclusions to formulate a variety of valid inferences.

**Evaluation Data Sources:** To develop SPED students' ability to formulate valid inferences teacher will explicitly teach how to infer main ideas and details, infer sequence, infer compare, infer relationships, infer traits, infer outcomes, and infer figurative language. These indicators will be dictated the collaborative lesson plans and will be visible in the inclusive classroom instruction and classroom activities.

HB3 Board Goal
Strategy 1: RCM teachers will provide differentiated instruction for inferencing using IEPs as the roadmap to plan instruction and to plan the inference strategies necessary to master content objectives. Teachers will explicitly teach and demonstrate the following inference strategies following UDL:
1. Evidence: Finding clues to get some answers.
2. Inference: Based on the clues, what is my inference?
3. Background Knowledge: Adding clues to what we already know or have read.
5. Answer: Is there more than one correct answer.
6. Metacognition: How good was my thinking?
7. Formulate Valid Conclusions: What is the best answer and can I support it.
8. Monitor Comprehension: Do I need to change my thinking?

Strategy’s Expected Result/Impact: SPED students will make positive growth in all content areas because of this strategically grounded foundation for inferencing.

Staff Responsible for Monitoring: April Coleman
Jonathan Boudousquie
Christopher Ellison
Mariama Criddle-Fisher
Melanie Maldonado
RCM Classroom Teachers

Action Steps: 1. UDL delivery of instruction following IEPs.
2. RCM teachers read and implement differentiated inference techniques
3. RCM teachers progress monitor and adapt instruction.
4. Shared teacher collaboration for inclusive instruction.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

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

- Targeted Support Strategy

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<tr>
<td>2. Inference: Based on the clues, what is my inference?</td>
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<td>3. Background Knowledge: Adding clues to what we already know or have read.</td>
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<td>5. Answer: Is there more than one correct answer.</td>
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<td>8. Monitor Comprehension: Do I need to change my thinking?</td>
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Strategy's Expected Result/Impact: SPED students will make positive growth in all content areas because of this strategically grounded foundation for inferencing.

Staff Responsible for Monitoring: April Coleman
Jonathan Boudousquie
Christopher Ellison
Mariama Criddle-Fisher
Melanie Maldonado
RCM Classroom Teachers

Action Steps: 1. UDL delivery of instruction following IEPs.
2. RCM teachers read and implement differentiated inference techniques
3. RCM teachers progress monitor and adapt instruction.
4. Shared teacher collaboration for inclusive instruction.

Title I:
2.4, 2.5, 2.6, 4.1, 4.2

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

- Targeted Support Strategy

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

**Goal 5:** SPECIAL POPULATIONS: 100% of ELs, Economically Disadvantaged, Dyslexic, At-Risk, and Gifted and Talented students will be provided tiered differentiated instruction to cultivate the best classroom environment that meets ALL students academic needs for the 2022-2023 school year.

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

**Measurable Objective 1:** The percentage of English Learners will meet or exceed 85% of their individual growth measures as determined by STAAR.

**Evaluation Data Sources:** RCM teachers and support staff will be provided sheltered instructional resources along with high yield instructional strategies. Teachers will use ELPS objectives along with content specific objectives to facilitate daily instruction for all EL students. All classroom teachers will use the EL modifications necessary for each limited English proficient student and provide rigorous intensive academic instruction.

**HB3 Board Goal**

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> RCM teachers will make instructional adjustments based on students’ evolving needs. Teachers will provide rich content visuals i.e.- photographs, illustrations, gestures, role-plays, physical models, mental pictures, graphic organizers, movement/kinesthetic activities, manipulatives, and real-world objects. Teachers will use sentence stems to guide oral and written expression through the QSSSA best practice.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> ELs students will acquire linguistic and cultural knowledge, expand grade appropriate academic vocabulary and develop confidence in speaking/listening and reading/writing.</td>
<td><strong>Summative</strong></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> April Coleman</td>
<td><strong>Nov</strong></td>
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<tr>
<td>Jonathan Boudousquie</td>
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<tr>
<td>Mariama Criddle-Fisher</td>
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<tr>
<td>Melanie Maldonado</td>
<td></td>
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<tr>
<td>Dinora Garcia</td>
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</table>
| **Action Steps:** 1. Ensure teachers will cultivate relationships that are culturally responsive.
2. Monitor teacher lesson plans highlight language skills across content areas.
3. Monitor teachers lesson plans for differentiation using different modalities. | | | |
| **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 | | |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | |

**Measurable Objective 2:** The percentage of the gifted and talented students will achieve at the Masters Grade Level Standard to meet or exceed 85% on STAAR.
**Evaluation Data Sources:** RCM teachers and support staff will be provided gifted and talented instructional resources to facilitate differentiated instruction. Teachers will develop 6 project-based learning assignments aligned to content objectives to enhance classroom instruction for GT students.

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> RCM teachers will deploy various strategies that enhance the traditional classroom to accommodate GT students. Strategies include the following:</td>
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<tr>
<td>1. Utilize differentiated flexible groups.</td>
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<td>2. Provide explicit instruction for research.</td>
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<td>4. Provide open-ended self-directed activities.</td>
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<td>5. Incorporate rubrics.</td>
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<td>6. Provide student choice.</td>
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<td>7. Provide tiered assignments.</td>
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<td>8. Provide extensions.</td>
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**Strategy's Expected Result/Impact:** GT students will continue to grow their passion/curiosity for learning and be provided tailored instructional tasks/activities that meet and exceed their desire for learning at times collaboratively and other times independently. Differentiated instruction is customized for the individual student.

**Staff Responsible for Monitoring:** April Coleman
Jonathan Boudousquie
Mariama Criddle-Fisher
RCM Classroom Teachers

**Action Steps:**
1. Identify GT students and survey their passions and interests to tailor instruction.
2. Conduct frequent parent conferences.
3. Adapt instructional activities based on the GT strategies.
4. Monitor lesson plans for enrichment opportunities.
5. Commemorate and student projects.

**Title I:**
2.4, 2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
**Board Goal 5:** N/A-Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT: The percentage of parental involvement will increase by 50% for the 2022-2023 school year.

**Strategic Priorities:**
Expanding Educational Opportunities

**Measurable Objective 1:** Plan and communicate 100% of family engagement in person and virtually to accommodate the parents' needs.

**Evaluation Data Sources:** Administrators, Paraprofessionals, Teachers, Wraparound Specialist, and Staff will work together to clearly communicate campus events and updates to parents. Parents will receive newsletters, callouts, emails, etc. in regards to opportunities for volunteers, engagement, and participation. Campus will continue to share monthly newsletters so families can plan ahead of time to join school events.

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<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> 100% of RCM teachers will activate 1 parent for each student on the digital platform ClassDojo.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers will communicate with parents both wholistic and differentiated based on needs and campus initiatives. Parents can ask questions, raise concerns, view student work and</td>
<td>Nov</td>
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</table>
activities, and much more. Teachers can use the digital tool to enhance instruction and transparency with daily updates. Administration will join every class and push the token system throughout the day across RCM classrooms to promote SEL attributes promoted weekly. This collaborative effort will allow for parents to get a glimpse of the campus events virtually.

**Staff Responsible for Monitoring:** April Coleman
Jonathan Boudousquie
Mariama Criddle-Fisher
Melanie Maldonado
Christopher Ellison

**Action Steps:**
1. Create teacher ClassDojo accounts.
2. Connect 100% of parents using the ClassDojo tracker.
3. Add administration as co-teachers.
4. Use the token system throughout the campus.
5. Communicate daily with parents using the platform.
6. Post differentiated messages based on student progress and achievement.
7. Communicate campus initiatives with all parents.
8. Use to communicate parent teacher meetings; including various admin meetings.

**Title I:**
4.1, 4.2

- **TEA Priorities:**
  Improve low-performing schools
- **Targeted Support Strategy**

**Measurable Objective 2:** Increase number of parent volunteers involved in at least 50% of school events.

**Evaluation Data Sources:** Contact parents though varied media and inviting them onto the campus regularly. Campus will communicate volunteer opportunities and PTO information to parents and the community.
Strategy 1 Details

Strategy 1: RCM administration will launch a parent volunteer Facebook campaign and maximize Meet the Teacher, Class Dojo, and Coffee with the Principal opportunities to encourage our families to register to serve as a school volunteer. Campus leadership will use digital tools to advertise needs and provide google forms for parents and volunteers to apply and support campus initiatives throughout the 2022-2023 school year.

**Strategy's Expected Result/Impact:** Qualified parents and volunteers will lend a hand to the various campus needs and initiatives to support RCM students. RCM students will benefit from the campus enhancements made possible by increased support. All efforts contributing to RCM teachers to devote more time and energy to creating high impact instruction and learning experiences.

**Staff Responsible for Monitoring:** April Coleman
Jonathan Boudousquie
Mariama Criddle-Fisher
Melanie Maldonado

**Action Steps:**
1. Design 6 CTAs (Calls to Action) for community members and parents.
2. Post the CTAs to Twitter and provide to local business.
3. Review Google forms submitted by applicants.
4. Meet face-to-face and provide volunteer opportunities.
5. Monitor and enhance when possible.
6. Seek feedback for improvement.

| Measurable Objective 3: Increase community partners in school events and programs by 10%. |
| Evaluation Data Sources: Increase community partners though academic outreach to both develop community stakeholders and draw attention to the development of the RCM professional community. |
**Strategy 1 Details**

**Strategy 1:** RCM will partner with UofH and St. Thomas to host student teachers during both the first and second semesters during the 2022-2023 school year.

**Strategy’s Expected Result/Impact:** This partnership will lead to RCM developing and cultivating future educators that will in turn provide authentic learning experiences and mentorships that encourage student achievement. This will also provide publicity and community service efforts in the Denver Harbor district.

**Staff Responsible for Monitoring:** April Coleman, Jonathan Boudousquie

**Action Steps:**
1. Contact the education department at both universities.
2. Select mentor teachers to be included in the program.
3. Collaborate on student teacher assignments.
4. Actively work the program.

**Title I:**
2.4, 2.5

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Improve low-performing schools

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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> April Coleman, Jonathan Boudousquie</td>
<td><strong>Reviews</strong></td>
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4. Actively work the program. | **Reviews** |
| **Title I:**
2.4, 2.5 | **Reviews** |
| - **TEA Priorities:**
  Recruit, support, retain teachers and principals, Improve low-performing schools | **Reviews** |

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298 Raul C. Martinez Elementary School
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45 of 57
Board Goal 5: N/A-Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: The campus will meet 100% of mandated health services by the required dates for immunization monitoring, vision screening (Grades PK, K, 1, 3, 5 & 7), hearing screening (Grades PK, K, 1, 3, 5, & 7), type 2 diabetes (Grades 1, 3, 5, & 7), spinal screening (Grades 6 & 9), medication administration and AED maintenance checks.

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 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.

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td>Strategy 1: The school nurse and PSI nurse will review each PreK, new student, and delinquent student immunization records. Nurse will begin with Prekindergarten and new students. Information will be input into the system.</td>
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</tr>
<tr>
<td>Strategy’s Expected Result/Impact: Ensure immunization is monitored effectively.</td>
<td>Nov</td>
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<tr>
<td>Staff Responsible for Monitoring: Nurse Tsend</td>
<td>Action Steps: 1. Review immunization records.</td>
</tr>
<tr>
<td>2. Data entry.</td>
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<tr>
<td>Title I:</td>
<td></td>
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<tr>
<td>2.5, 2.6</td>
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<tr>
<td>- TEA Priorities: Improve low-performing schools</td>
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Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

   Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
   Estimated number of students to be screened:
   Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.
### Strategy 1 Details

**Strategy 1:** School nurse will schedule times for each grade level to visit the nurse's station during ancillary time. Students will need to social distance while screening. No more than five students to screen at once. Vision, hearing, diabetes, and spinal screening will be completed together.

**Strategy's Expected Result/Impact:** Communicate with parents and staff the health needs for RCM students pertaining to vision, hearing, diabetes, and spinal screenings.

**Staff Responsible for Monitoring:** Nurse Tsend

**Action Steps:**
1. Use ancillary to conduct screenings.
2. Data entry.

**Title I:**
2.5, 2.6

- **TEA Priorities:**
  Improve low-performing schools

<table>
<thead>
<tr>
<th>Review</th>
<th>Formative</th>
<th>Summative</th>
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<td>Nov</td>
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</table>

- **Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

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

Estimated number of students to be screened:

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

### Strategy 1 Details

**Strategy 1:** School nurse will schedule times for each grade level to visit the nurse's station during ancillary time. Students will need to social distance while screening. No more than five students to screen at once. Vision, hearing, diabetes, and spinal screening will be completed together.

**Strategy's Expected Result/Impact:** Use ancillary screenings to conduct assessments for vision, hearing, diabetes, and spinal screenings.

**Staff Responsible for Monitoring:** Nurse Tsend

**Action Steps:**
1. Use ancillary for screening health assessments.
2. Data entry.

**Title I:**
2.5, 2.6

- **TEA Priorities:**
  Improve low-performing schools

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<tr>
<th>Review</th>
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- **Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

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

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.
**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> School nurse will schedule times for each grade level to visit the nurse's station during ancillary time. Students will need to social distance while screening. No more than five students to screen at once. Vision, hearing, diabetes, and spinal screening will be completed together. <strong>Strategy's Expected Result/Impact:</strong> Use ancillary screenings to conduct assessments for vision, hearing, diabetes, and spinal screenings. <strong>Staff Responsible for Monitoring:</strong> Nurse Tsend <strong>Action Steps:</strong> 1. Use ancillary for screening assessments. 2. Data entry.</td>
<td><strong>Formative</strong></td>
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</table>

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.
**Strategy 1 Details**

**Strategy 1:** School nurse will schedule times for each grade level to visit the nurse's station during ancillary time. Students will need to social distance while screening. No more than five students to screen at once. Vision, hearing, diabetes, and spinal screening will be completed together.

**Strategy's Expected Result/Impact:** Use ancillary screenings to conduct assessments for vision, hearing, diabetes, and spinal screenings.

**Staff Responsible for Monitoring:** Nurse Tsend

**Action Steps:**
1. Use ancillary for health screening assessments.
2. Daya entry.

**Title I:**
2.5, 2.6

- **TEA Priorities:**
  Improve low-performing schools

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<table>
<thead>
<tr>
<th>Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Data Sources:</strong> PERSON RESPONSIBLE: School Nurse/Health Wellness Team</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</td>
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</tbody>
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**Strategy 1 Details**

**Strategy 1:** Medication to be administered per physician's orders. Parent to provide doctor's order and the medication must be labeled per the order. Parent to provide all proper documentation.

School nurse will train 4 staff members to administer medication when she is out.
Strategy's Expected Result/Impact: Verify medications by script, maintain the order and the label and prepare staff who may be needed as additional support.

Staff Responsible for Monitoring: Nurse Tsend

2. Train 4 staff members.
3. Document the medication being administered.

Title I:
2.5, 2.6
- TEA Priorities:
Improve low-performing schools

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

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Strategy 1: School nurse will perform monthly maintenance checks on the four AEDs. PE teacher and nurse will be trained on the use of AED system.</td>
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Strategy's Expected Result/Impact: AED equipment will be functional and ready for emergencies.

Staff Responsible for Monitoring: Nurse Tsend

2. Document the equipment checks.
3. Conduct professional development in the use of AEDs.

Title I:
2.5, 2.6
- TEA Priorities:
Improve low-performing schools
Board Goal 5: N/A-Additional Campus Goals

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

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

**Measurable Objective 1:** Use human capital such as the school nurse, wraparound specialists, PE teacher, and cafeteria manager to coordinate health programs.

**Evaluation Data Sources:** Staff members will collaborate to prevent obesity, cardiovascular disease, and type 2 diabetes using CDC materials and resources.
Strategy 1 Details

**Strategy 1:** Wraparound Specialist work, teachers, administrative assistant and administrators to work with FACE to promote parent involvement. Parent communication to go out to recruit parents to be involved on the campus with various assignments. School nurse provides a medical referral for a doctor to evaluate for diabetes. Once report is complete, the nurse will manage any dietary orders or medication.

Wrap Around Specialist will recruit nutritionist to provide lessons to students in 2nd - 5th grade and parents on proper nutrition. School nurse to provide training to staff on signs of cardiovascular disease. Teachers and parents monitor for signs and symptoms. School nurse to evaluate and refer to a physician. School nurse and Wraparound specialist to coordinate professionals to provide education to students, parents, and staff on the signs of Type 2 Diabetes and proper diet. PE teacher to submit lesson plans to appraiser the Thursday prior to teaching the lesson. PE teacher to provide lessons and strategies the teachers can use in the class and on the playground to monitor and increase the amount of physical activity the students are using. Cafeteria manager to work with the school nurse and PSI nurse to review all documentation for the students with allergies.

**Strategy's Expected Result/Impact:** Students will gain health awareness in various aspects of the school experience.

**Staff Responsible for Monitoring:** Maria Cantu
Nurse Tsend
Jose Luna

**Action Steps:**
1. Collaborate
2. Plan
3. CTA
4. Reflect and Improve efforts.

**Title I:**
2.5, 2.6

**- TEA Priorities:**
Improve low-performing schools

Reviews

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<td>June</td>
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- 0% No Progress
- 100% Accomplished
- Continue/Modify
- X Discontinue
Board Goal 5: N/A-Additional Campus Goals

Goal 9: SCI: The percentage of 5th Grade students performing at or above grade level in science as measured by the Meets Grade Level Standard on STAAR will increase 13 percentage points from 42% in spring of 2022 to 55% in 2023.

 Strategic Priorities:
 Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students in Grade 5 will increase 2023 STAAR Science scores by 5% from 65% to 70% at Approaches Grade Level. Meets Grade Level Performance will increase by 13% from 42% to 55%, and Masters Grade Level Performance will increase by 29% from 9% to 38%.

 Evaluation Data Sources: Progress will be monitored based on evidence collected from scripted lesson plans, TEKS maps, progress trackers, daily exit tickets, weekly assessments, district assessments, TEKS tracking.

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<thead>
<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Science teachers will plan instruction through the lens of literacy to authentic academic conversations, provide a variety of adapted texts for student to access content information, facilitate cooperative groups and differentiated instruction; leading to academic journaling.</td>
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</table>

**Strategy's Expected Result/Impact:** This will result in students being able to interpret data to explain the world around them. Students will be able to evaluate and understand scientific theories and use evidence to explain them. Students will conduct scientific investigations and generate scientific explanations facilitated by the teacher. Students will actively participate in scientific debates, question, and adopt a critical mindset. Students will use scientific knowledge and evidence to promote creative solutions.

**Staff Responsible for Monitoring:** April Coleman
Jonathan Boudousquie
Mariama Criddle-Fisher

**Action Steps:**
1. Conduct real-life scenarios with content objectives and connect current real-world problems.
2. Facilitate peer-to-peer collaboration and discussions.
3. Facilitate hands-on activities that engage students in scientific concepts.
4. Conduct science project-based learning assignments which teach the scientific methods of inquiry.
5. Cultivate student journals.

**Title I:**
2.4, 2.6

**TEA Priorities:**
Improve low-performing schools

Measurable Objective 2: 100% of science teachers in Grade 5 will collaborate during weekly PLC meeting to dissect data from formative assessments (i.e.-
exit tickets/weekly assessments, campus based common assessment, and district level assessments) and implement immediate differentiated action steps for classroom instruction for the 2022-2023 school year.

**Evaluation Data Sources:** Science teachers will lead PLC data conversations/conferences to communicate/provide administration with analysis of student progress towards STAAR/TEKS and the instructional impact. Teachers will disaggregate formative assessment data to plan, and carryout differentiated instruction that will lead to improved student performance and achievement. Teachers will collaborate to share data/findings, goal-set, and model best practices for targeted instruction.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Science teachers will analyze student data through 3 lenses to facilitate data conversations. 1) Manager-reviews data. 2) Analyst-Interprets the data. 3) Architect-Uses evidence from the data to reformulate approaches to instruction.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Science teachers will cultivate and maintain a weekly data tracking tool that expresses STAAR aligned formative assessment data organized by objectives (TEKS). This tool will inform and lead decision making during planning and PLCs. This tool will reinforce differentiated action steps for students grouped by Approaches, Meets, and Masters. Science teachers will design specialized differentiated instruction that pushes students to the next Grade Level Standard by the following formative assessment, campus-based assessment, district level assessments.</td>
<td><strong>Summative</strong></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** April Coleman  
Jonathan Boudousquie  
Mariama Criddle-Fisher | **Nov** | **Jan** | **Mar** | **June** |
| **Action Steps:** 1. Provide science teachers with required elements/framework of the data tracking. 2. Model the Manager, Analyst, and Architect roles for teachers. 3. Implement the data conversation. 4. Record/transcribe notes of the PLC. 5. Evaluate scripted lesson plans for evidence of the reformulated approach. | | | | |
| **Title I:** 2.4, 2.5, 2.6 | | | |
| **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | | |
| **- Targeted Support Strategy** | | | |

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<thead>
<tr>
<th></th>
<th>No Progress</th>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
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<tbody>
<tr>
<td>Progress</td>
<td>0%</td>
<td>100%</td>
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298 Raul C. Martinez Elementary School
Generated by Plan4Learning.com

Campus #298
September 2, 2022 10:38 AM
State Compensatory

Budget for 298 Raul C. Martinez Elementary School

Total SCE Funds: $78,600.00
Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The SCE funds will be used to fund three instructional positions: 5th grade Math, 5th grade Science and 3rd grade ELA. These three instructional positions will directly support staffing needs to effectively focus on student achievement for our At-Risk students in these three grade levels.

Personnel for 298 Raul C. Martinez Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Anthi Benge</td>
<td>Tchr, 5th grade</td>
<td>1</td>
</tr>
<tr>
<td>Davis, Michael Ryan</td>
<td>Tchr, EC-4</td>
<td>1</td>
</tr>
<tr>
<td>Gainous, Dena L</td>
<td>Tchr, Fifth Grade</td>
<td>1</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Program</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Josephine Mendez</td>
<td>Teacher, Class Size Reduction</td>
<td>Teacher</td>
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</table>
Addendums