

Houston Independent School District

214 Park Place Elementary School

2022-2023 Board Goals/Goals/Measurable Objectives



Mission Statement

The mission at Park Place is that, "We exist to teach and nurture the whole child to prepare them for success in a competitive world and beyond". The vision is that all students at Park Place will receive a high-quality individualized education that will prepare them to be a global graduate in a safe and nurturing environment. The core values practiced by all stakeholders at Park Place are; safety, teamwork, accountability and respect. This academic year, Park Place will continue to work with the parents, community, business partners, teachers, staff and all stakeholders to create strong partnerships. Decisions made at Park Place will always have the students at the center to provide a safe, positive and nurturing learning environment.

Vision

All students at Park Place will receive a high-quality individualized education that will prepare them to be a global graduate in a safe and nurturing environment.

Core Beliefs

S - Safety

T - Teamwork

A - Accountability

R - Respect

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Board Goals

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

Goal 1: The percentage of third-grade students performing at or above grade level in Reading as measured by the Meets Grade Level Standard on Spring 2023 STAAR administration will increase from 47% to 49%.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: Students receiving Tier II interventions will show a minimum of 25% growth from BOY to EOY on the Universal Screener in Reading.

Evaluation Data Sources: Renaissance 360 Universal Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by benchmark running records, Renaissance Universal Screener, and formative assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Reading teachers, grade level administrators, Reading intervention teachers</p> <p>Action Steps: Teachers will begin intervention in small groups after the BOY universal screener is complete in September 2022; teachers and grade level administrators will analyze screener results and develop action plans per teacher and classroom; Reading interventionists will begin providing instruction to identified students by 9/19/22; the campus media specialist and reading interventionists will develop and monitor the implementation of Reading Counts and other incentives for all students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas will implement research-based strategies to deliver explicit instruction and improve students' reading and literacy skills.</p> <p>Strategy's Expected Result/Impact: Students in all grades will show at least one year's growth in Reading.</p> <p>Staff Responsible for Monitoring: All teachers, grade level administrators, Reading interventionists</p> <p>Action Steps: All teachers in grades 2-3 and Special Education teachers will complete all Texas Reading Academy modules; the Reading interventionist will complete Reading by Design certification by BOY; the campus will employ an intervention teacher to support bilingual students; reading teachers in grades K-2 will participate in PD on Guided Reading; administrators will monitor daily implementation of the Balanced Literacy Block; reading teachers in K-3 will facilitate Really Great Reading lessons (SLA teachers during the ESL block); all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language development and increased proficiency.</p> <p>Strategy's Expected Result/Impact: Percentage of students advancing at least one proficiency level as measured on TELPAS assessment will increase by 20%.</p> <p>Staff Responsible for Monitoring: All core content teachers; grade level administrators, LPAC administrator</p> <p>Action Steps: All teachers will participate in a series of PD sessions on content-based language instruction; all teachers will create daily content and language objectives for each content area; all teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all teachers will implement one new CBLI strategy each month; all language learners will use Summit K-12 program for additional practice of English language skills.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of third-grade students performing at or above grade level in Mathematics as measured by the Meets Grade Level Standard on Spring 2023 STAAR administration will increase from 30% to 40%.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: Students receiving Tier II interventions will show a minimum of 25% growth from BOY to EOY on the Universal Screener in Math.

Evaluation Data Sources: Renaissance 360 Universal Screener; district benchmark assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by Renaissance Universal Screener and district unit assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Math teachers, grade level administrators, Campus FAC</p> <p>Action Steps: Teachers will begin intervention in small groups after the BOY universal screener is complete in September 2022; teachers and grade level administrators will analyze screener results and develop action plans per teacher and classroom; teachers will administer district unit assessments within testing windows; teachers will analyze assessment data in PLC meetings and use it to plan differentiated instruction for all students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement research-based strategies to deliver explicit instruction and improve students' math skills.</p> <p>Strategy's Expected Result/Impact: Students in all grades will show at least one year's growth in Math.</p> <p>Staff Responsible for Monitoring: All teachers, grade level administrators</p> <p>Action Steps: All math teachers in grades K-5 and Special Education teachers will participate in PD on STAAR redesign; teachers will use 5E model for lesson design; administrators will monitor daily implementation of math lessons that develop conceptual understanding and process skills; all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language learners and increase student academic achievement in Math.</p> <p>Strategy's Expected Result/Impact: Performance of English language learners in mathematics for all student groups does not show any academic gaps.</p> <p>Staff Responsible for Monitoring: Math teachers, grade level administrators, dean of instruction</p> <p>Action Steps: All math teachers will participate in a series of PD sessions on content-based language instruction; all math teachers will create daily content and language objectives; all math teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all math teachers will implement one new CBLI strategy each month; all math teachers will target development of academic vocabulary in daily math lessons; all teachers will facilitate parent workshops and provide resources to parents to help students develop numeracy skills and math fact fluency.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of 2022-2023 school year, the percentage of students in grades 3-5 performing at or above grade level in all subject areas as measured by the Meets Grade Level Standard on Spring 2023 STAAR administration will increase from 71% to 75%.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By the end of 2022-2023 school year, the percentage of students in grades 3-5 performing at or above grade level in Math as measured by the Meets Grade Level Standard on Spring 2023 STAAR administration will increase from 44% to 47%; in Reading, from 49% to 52%; in Science, from 37% to 40%.

Evaluation Data Sources: Renaissance 360 Universal Screener; district benchmark and interim assessments; campus formative assessments; STAAR summative data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by benchmark running records, Renaissance Universal Screener, and formative assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Reading, Math, and Science teachers, grade level administrators, intervention teachers, dean of instruction</p> <p>Action Steps: Teachers will begin intervention in small groups after the BOY universal screener is complete in September 2022; teachers and grade level administrators will analyze screener results and develop action plans per teacher and classroom; teachers will analyze formative assessment data in PLC meetings and use it to plan differentiated instruction for all students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas will implement research-based strategies to deliver explicit instruction and differentiate instruction to meet all students' needs.</p> <p>Strategy's Expected Result/Impact: Students in all grades will show at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: All teachers, grade level administrators, dean of instruction</p> <p>Action Steps: All teachers in grades 2-3 and Special Education teachers will complete all Texas Reading Academy modules; the campus will employ an intervention teacher to support bilingual students; all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language development and student academic performance in all core subjects.</p> <p>Strategy's Expected Result/Impact: Percentage of students advancing at least one proficiency level as measured on TELPAS assessment will increase by 20%.</p> <p>Staff Responsible for Monitoring: All core content teachers; grade level administrators, LPAC administrator</p> <p>Action Steps: All teachers will participate in a series of PD sessions on content-based language instruction; all teachers will create daily content and language objectives for each content area; all teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all teachers will implement one new CBLI strategy each month; all language learners will use Summit K-12 program for additional practice of English language skills; all content teachers will target development of academic vocabulary in daily lessons; all teachers will facilitate parent workshops and provide resources to parents to help students develop English language proficiency.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: 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 will increase from 19% to 30%.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Tier II and Tier III students receiving Special Education services in grades 1-5 will show a minimum of 25% growth in Reading from BOY to EOY as measured by the Universal Screener.

Evaluation Data Sources: Renaissance 360 Universal Screener; benchmark running records; campus formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by benchmark running records, Renaissance Universal Screener, and formative assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II and Tier III students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Reading teachers, Special Education teachers, grade level administrators, Reading intervention teachers</p> <p>Action Steps: Principal and dean of instruction will conduct a folder review for all students receiving Special Education services with the help with the Office of Special Education (student placement and schedule or services will be verified for accuracy); all teachers providing instruction to students receiving Special Education services will review and discuss the students' IEPs and begin implementation at BOY; teachers providing reading instruction will begin intervention in small groups after the BOY universal screener is complete in September 2022; Life Skills teachers will ensure that students have correct placement in Unique curriculum and track their progress in Easy IEP weekly; Resource teacher will track students' progress in Easy IEP every 3 weeks and consult regularly with general education teachers to discuss students' needs and develop intervention strategies.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas and Special Education teachers will implement research-based strategies to deliver explicit instruction and improve students' reading and literacy skills.</p> <p>Strategy's Expected Result/Impact: Students receiving Special Education services will show at least one year's growth in Reading.</p> <p>Staff Responsible for Monitoring: All teachers, Special Education teachers, grade level administrators, Reading interventionists</p> <p>Action Steps: All teachers in grades 2-3 and Special Education teachers will complete all Texas Reading Academy modules; Special Education teachers will participate in PD on Guided Reading; reading teachers in K-3 will facilitate Really Great Reading lessons (SLA teachers during the ESL block); all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language development and increased proficiency.</p> <p>Strategy's Expected Result/Impact: Percentage of English language learners receiving Special Education services who advance at least one proficiency level as measured on TELPAS assessment will increase by 10%.</p> <p>Staff Responsible for Monitoring: All core content teachers; Special Education teachers, grade level administrators, LPAC administrator</p> <p>Action Steps: All teachers will participate in a series of PD sessions on content-based language instruction; all teachers will create daily content and language objectives for each content area; all teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all teachers will implement one new CBLI strategy each month; all language learners will use Summit K-12 program for additional practice of English language skills.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, the campus average daily attendance will increase from 92% to 96%.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of students' parents with more than 5 absences every six weeks will have attendance meetings and agree to attendance contracts.

Evaluation Data Sources: Attendance reports; conference logs

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement consistent attendance policies and procedures. Strategy's Expected Result/Impact: increased daily attendance rates; improved student outcomes Staff Responsible for Monitoring: teachers, staff, SIRS clerk, campus leadership, wraparound specialist, counselor Action Steps: Develop and implement a tardy policy; communicate to parents and community about school arrival and dismissal procedures; track attendance and contact parents; hold parent conferences for students with more than 5 absences every six weeks; provide wraparound services to families who need assist with transportation or other needs that prevent consistent student attendance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will develop student attendance incentives to promote daily attendance. Strategy's Expected Result/Impact: increased daily attendance rates; improved student academic outcomes Staff Responsible for Monitoring: teachers, staff, campus leadership, counselor Action Steps: Implement weekly attendance incentives (free dress for perfect attendance; students of the week; etc.); recognize honor roll and perfect attendance for every grading period; schedule special events (College T-shirt Mondays; Hispanic Heritage Month celebrations; Grandparents' Day Lunch, etc.); contact parents with celebrations and recognitions; use Class DoJo for announcements and messaging to parents and families.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Continue and expand extracurricular and after-school offerings for all students to promote positive student culture</p> <p>Strategy's Expected Result/Impact: increased student attendance; improved academic performance</p> <p>Staff Responsible for Monitoring: teachers, campus leadership, wraparound specialist, counselor; Chavez Feeder pattern teacher specialist</p> <p>Action Steps: Schedule after-school fine arts clubs (art, music, dance); implement a new scheduling option for fine arts courses for students in grades 3-5; hold tryouts for soccer teams; explore new offerings, such as robotics camps, chess club, etc.; collaborate with community organizations for new offerings; schedule at least 2 field trips for each grade level; explore and schedule field lessons at the local museums and performing arts venues; participate in the feeder pattern and district wide extracurricular events.</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: By the end of the 2022-2023 school year, all faculty and staff will implement the campus wide discipline plan with 100% fidelity.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of all discipline infractions will be addressed and supported with PBIS and SEL strategies.

Evaluation Data Sources: discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and maintain consistent campus wide and grade level expectations and classroom management routines and procedures.</p> <p>Strategy's Expected Result/Impact: positive student culture; decreased number of discipline referrals; improved academic performance</p> <p>Staff Responsible for Monitoring: teachers, campus leadership, counselor</p> <p>Action Steps: Develop a set of school wide expectations for hallway transitions, restroom breaks, threshold routines, cafeteria behaviors, arrival and dismissal routines in collaboration with teacher leaders; practice routines during the first two weeks of school; make positive contacts with all families within the first three weeks of school; utilize Class DoJo to communicate with families; create a campus discipline committee to address current issues and concerns.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will develop student behavior and attendance incentives to promote positive student culture.</p> <p>Strategy's Expected Result/Impact: increased daily attendance rates; improved student academic outcomes</p> <p>Staff Responsible for Monitoring: teachers, staff, campus leadership, counselor</p> <p>Action Steps: Implement weekly attendance incentives (free dress for perfect attendance; students of the week; etc.); recognize honor roll and perfect attendance for every grading period; schedule special events (College T-shirt Mondays; Hispanic Heritage Month celebrations; Grandparents' Day Lunch, etc.); contact parents with celebrations and recognitions; use Class DoJo for announcements and messaging to parents and families.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue and expand extracurricular and after-school offerings for all students to promote positive student culture</p> <p>Strategy's Expected Result/Impact: increased student attendance; improved academic performance</p> <p>Staff Responsible for Monitoring: teachers, campus leadership, wraparound specialist, counselor; Chavez Feeder pattern teacher specialist</p> <p>Action Steps: Schedule after-school fine arts clubs (art, music, dance); implement a new scheduling option for fine arts courses for students in grades 3-5; hold tryouts for soccer teams; explore new offerings, such as robotics camps, chess club, etc.; collaborate with community organizations for new offerings; schedule at least 2 field trips for each grade level; explore and schedule field lessons at the local museums and performing arts venues; participate in the feeder pattern and district wide extracurricular events.</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION: By the end of the 2022-2023 school year, 100% of faculty and staff will be trained in crisis intervention strategies.

Strategic Priorities:

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

Measurable Objective 1: By the end of 2022-2023 school year, 100% of students will have been informed about SEL and wraparound services available through the school community.

Evaluation Data Sources: SAF referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a comprehensive counseling plan for the campus</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals; increased academic performance</p> <p>Staff Responsible for Monitoring: counselor; principal</p> <p>Action Steps: Hire a full-time counselor; conduct a needs assessment of social-emotional and behavioral needs of students, staff, and families; schedule and facilitate lessons on bullying, date violence, and other relevant topics; offer group counseling on the prioritized topics as determined by the needs assessment; document requests for counseling assistance through SAF; collaborate with the social worker and wraparound specialist in meeting the needs of the whole child.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that the campus crisis team is formed and trained to respond to crisis.</p> <p>Strategy's Expected Result/Impact: increased safety and appropriate response to crisis situations</p> <p>Staff Responsible for Monitoring: Counselor, Campus Safety Captain, Principal</p> <p>Action Steps: Form a crisis response team; conduct the training for all members; create a crisis response plan</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: By the end of the 2022-2023 school year, the campus will meet the academic achievement target in ELA/Reading and the student success target for students receiving Special Education services.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Tier II and Tier III students receiving Special Education services in grades 1-5 will show a minimum of 25% growth in Reading from BOY to EOY as measured by the Universal Screener.

Evaluation Data Sources: Renaissance 360 Universal Screener; benchmark running records; campus formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by benchmark running records, Renaissance Universal Screener, and formative assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II and Tier III students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Reading teachers, Special Education teachers, grade level administrators, Reading intervention teachers</p> <p>Action Steps: Principal and dean of instruction will conduct a folder review for all students receiving Special Education services with the help with the Office of Special Education (student placement and schedule or services will be verified for accuracy); all teachers providing instruction to students receiving Special Education services will review and discuss the students' IEPs and begin implementation at BOY; teachers providing reading instruction will begin intervention in small groups after the BOY universal screener is complete in September 2022; Life Skills teachers will ensure that students have correct placement in Unique curriculum and track their progress in Easy IEP weekly; Resource teacher will track students' progress in Easy IEP every 3 weeks and consult regularly with general education teachers to discuss students' needs and develop intervention strategies.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas and Special Education teachers will implement research-based strategies to deliver explicit instruction and improve students' reading and literacy skills.</p> <p>Strategy's Expected Result/Impact: Students receiving Special Education services will show at least one year's growth in Reading.</p> <p>Staff Responsible for Monitoring: All teachers, Special Education teachers, grade level administrators, Reading interventionists</p> <p>Action Steps: All teachers in grades 2-3 and Special Education teachers will complete all Texas Reading Academy modules; Special Education teachers will participate in PD on Guided Reading; reading teachers in K-3 will facilitate Really Great Reading lessons (SLA teachers during the ESL block); all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language development and increased proficiency.</p> <p>Strategy's Expected Result/Impact: Percentage of English language learners receiving Special Education services who advance at least one proficiency level as measured on TELPAS assessment will increase by 10%.</p> <p>Staff Responsible for Monitoring: All core content teachers; Special Education teachers, grade level administrators, LPAC administrator</p> <p>Action Steps: All teachers will participate in a series of PD sessions on content-based language instruction; all teachers will create daily content and language objectives for each content area; all teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all teachers will implement one new CBLI strategy each month; all language learners will use Summit K-12 program for additional practice of English language skills.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: By the end of the 2022-2023 school year, the campus will meet targets for Closing Gaps accountability domain for all student groups.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By the end of 2022-2023 school year, the percentage of students in grades 3-5 performing at or above grade level in Math as measured by the Meets Grade Level Standard on Spring 2023 STAAR administration will increase from 44% to 47%; in Reading, from 49% to 52%; in Science, from 37% to 40%.

Evaluation Data Sources: Renaissance 360 Universal Screener; district benchmark and interim assessments; campus formative assessments; STAAR summative data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will monitor student progress as measured by benchmark running records, Renaissance Universal Screener, and formative assessments at least every six weeks.</p> <p>Strategy's Expected Result/Impact: Tier II students' academic achievement will increase to meet set targets.</p> <p>Staff Responsible for Monitoring: Reading, Math, and Science teachers, grade level administrators, intervention teachers, dean of instruction</p> <p>Action Steps: Teachers will begin intervention in small groups after the BOY universal screener is complete in September 2022; teachers and grade level administrators will analyze screener results and develop action plans per teacher and classroom; teachers will analyze formative assessment data in PLC meetings and use it to plan differentiated instruction for all students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas will implement research-based strategies to deliver explicit instruction and differentiate instruction to meet all students' needs.</p> <p>Strategy's Expected Result/Impact: Students in all grades will show at least one year's growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: All teachers, grade level administrators, dean of instruction</p> <p>Action Steps: All teachers in grades 2-3 and Special Education teachers will complete all Texas Reading Academy modules; the campus will employ an intervention teacher to support bilingual students; all teachers will participate in PD on using instructional technology to deliver instruction and create formative student assessments (Canvas, OnTrack).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement instructional strategies that support English language development and student academic performance in all core subjects.</p> <p>Strategy's Expected Result/Impact: Percentage of students advancing at least one proficiency level as measured on TELPAS assessment will increase by 20%.</p> <p>Staff Responsible for Monitoring: All core content teachers; grade level administrators, LPAC administrator</p> <p>Action Steps: All teachers will participate in a series of PD sessions on content-based language instruction; all teachers will create daily content and language objectives for each content area; all teachers will use students' language proficiency levels to determine instructional strategies when planning daily lessons; all teachers will implement one new CBLI strategy each month; all language learners will use Summit K-12 program for additional practice of English language skills; all content teachers will target development of academic vocabulary in daily lessons; all teachers will facilitate parent workshops and provide resources to parents to help students develop English language proficiency.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: By the end of the 2022-2023 school year, the campus will achieve platinum certification as a family friendly school.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The campus will receive improved ratings on Campus Climate Survey (FACE) by at least 10% from the previous year.

Evaluation Data Sources: Campus climate survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will help parents relaunch the parent-teacher organization.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement; parent volunteers on campus; improved overall student performance</p> <p>Staff Responsible for Monitoring: Campus leadership team; counselor; Title I coordinator; wraparound specialist</p> <p>Action Steps: Schedule meetings with interested parents and FACE specialist to facilitate developing of PTO bylaws; support the core group of parents with creating promotional materials and scheduling meetings to form the PTO; encourage teachers and staff who are also parents to support the PTO</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue and expand multiple opportunities for two-way parent communication with campus faculty and staff.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement; improved overall student performance</p> <p>Staff Responsible for Monitoring: Campus leadership team; counselor; Title I coordinator; wraparound specialist</p> <p>Action Steps: Ensure timely communication with families through Class DoJo; create positive contacts with all parents at BOY; schedule parent engagement meetings offered at different times during the day; schedule monthly Coffee with the Principal meetings; create a parent communication form; the principal will have an open door policy with parents; grade level administrators will be available for parent-teacher meetings and follow up on students' needs and parents' concerns; promote Parent Portal in PowerSchool and assist parents with its use</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will offer multiple opportunities for parent and community volunteers.</p> <p>Strategy's Expected Result/Impact: Increased parent and community engagement; improved overall student performance</p> <p>Staff Responsible for Monitoring: Campus leadership team; counselor; Title I coordinator; wraparound specialist</p> <p>Action Steps: Create a parent interest survey for volunteer opportunities; assist parents with VIPS approval process; create a weekly list of volunteer opportunities and match parents and community members with the areas of need.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: By the end of the 2022-2023 school year, the campus will offer 100% of Mandated Health Services by the required deadlines for Immunization Monitoring, Vision Screening (Grades PK-5), Hearing Screening (Grades PK-5), Medication Administration, and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, and 5), Hearing Screening (Grades PK, K, 1, 3, and 5), Type 2 Diabetes (Grades 1, 3, and 5, Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by Nurse Perez; estimated number of students to be screened: 550.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, and 5 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 Nurse Perez; estimated number of students to be screened: 550.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, and 5 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 Nurse Perez; estimated number of students to be screened: 550.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, and 5 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 Nurse Perez; estimated number of students to be screened: 300.

Measurable Objective 5: 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.

Measurable Objective 6: 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: Nurse Perez; number of AEDs on campus:

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)