Houston Independent School District

152 Field Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

The mission of Field Elementary School is to provide an environment where students excel and are encouraged to do their best.

Vision

The vision of Field Elementary School is for every student to become lifelong learners.
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Demographics

Demographics Summary

Field Elementary School is part of the Houston Independent School District. We are a school-wide Title I campus. The school’s latest PEIMS data shows membership of 444 students in grades Pre-K - 5th. Our student population consists of 69% Hispanic, 5% African-American, 20% White and 5% Asian/other. Within our population approximately, approximately 56% of the students are economically disadvantaged, approximately 13% are coded as Gifted and Talented, and 13% of our students are limited in English proficiency. Two hundred nineteen students (51%) are transfers to school. Forty-eight or 11% of our students participate in our Special Education Program, which includes PALS, SLL, Resource, Inclusion, and Speech Therapy. During the 2021 - 2022 school year our attendance rate was 94.37%.

Demographics Strengths

For the past few years, Field Elementary has gone through a shift in student demographics. The number of English Language Learners continues to decrease. Our school does not have a bilingual program. With this the number of students requiring ESL classes also continues to decrease with only fifty-six students in ESL classes. Another area of significant change has been our economically disadvantaged membership. The percentage of economically disadvantaged students has decreased from 86.8% (2017) to 66.36% (2021).

Although our campus continues to see major shifts in the demographics of our students, we continue to make significant progress in the academic areas. With a teaching staff that has little to no turnover from year to year, Field is able to maintain certified, highly-effective teachers to meet the needs of our student body.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our students are continue to struggle with social/emotional needs post-covid that must be attended to before optimum learning can take place.
Root Cause: Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.
Student Learning

Student Learning Summary

Based on the Spring 2022 Reading STAAR data, we found that the percentage of 3rd – 5th graders on STAAR Reading meeting the Approaches Level was 94%, with the Meets Level at 81% and Mastery at 58%. The STAAR Math students in grades 3 - 5 at the Approaches Level were 90%, with 74% at the Meets Level and 47% at the Master's. The STAAR Science scores at the Approaches Level Standard was 81% for 2022, students at the Meets Level was 50%, students reaching Masters Level was 25%. To assist in analyzing student learning and progress we compared the 2022 STAAR data to the 2021 STAAR. Spring 2021 Reading STAAR Data for grades 3 – 5 showed 86% of the students at Approaches and 33% at the Masters Level. Our campus 2022 STAAR Math data for grades 3 -5 at the Approaches Level was 77% with 31% at Masters Level. The 2021 STAAR Science scores at found 71% at the Approaches Level with our Masters Level at 35%.

Student Learning Strengths

The campus STAAR scores for our students across grade levels and subject areas meet or exceed the district and/or state scores. Although there have been a great many challenges during the past year of school our campus has been able to make significant gain in student achievement post-covid. We feel with implementing Accelerated Learning Plans, Interventions for students, and rigorous Tier 1 instruction we will continue to close the learning gaps created in student achievement due to the Covid pandemic.
School Processes & Programs

School Processes & Programs Summary

Field addresses student academic achievement in a unique way. Student data is collected, analyzed, and continuously tracked to drive classroom instruction. The school works in real-time, providing flexible instructional groups and schedules to accommodate each student’s academic growth. Intervention groups are continuously monitored and modified based on individual student needs. The school’s master schedule remains flexible, allowing for adjustments to be made efficiently and timely to maximize instructional time. This master schedule has intervention and classroom supports embedded within the school day. Intervention and support systems are provided to all academic levels, from the lowest performing student groups to the high-performing student population in order to maximize student growth and achievement. Field Elementary has an ESL program for our English Language Learners, a Gifted & Talented pull-out program, and Resource classes, inclusion, SLL and Pals to meet the needs of our identified students.

Field also prioritizes the emotional and social development of its students. As they enter the building, students are greeted each morning with smiles, kind words, handshakes or hugs by administrators and staff. The school has a full-time counselor to meet the social and emotional needs of students. Teachers create safe and welcoming learning environments and develop strong relationships with students and parents, acknowledging any difficulties they may face at home. Teachers prioritize learning each student’s personality, strengths and weaknesses, interests, learning styles, and peer relationships. Every child is aware that their teacher truly cares about them beyond their academic success.

The school leadership values and supports teachers and this is evident in the school’s excellent teacher retention. In the past thirteen years, only two teachers have left to teach at another district school. The administration implements a policy of listening to the concerns or suggestions of the faculty and allows teachers latitude to address the needs of their own classrooms. Teachers are encouraged to demonstrate their knowledge, experience, and creativity without micro-management. The school provides teachers the liberty to modify the district’s scope and sequence within the TEKS-aligned curriculum. The school administration ensures that teachers have the proper tools and materials, equipment and technological needs for instruction. It is the motto of the school administrator, “If you love to teach, Field is the school for you!”

School Processes & Programs Strengths

Addressing the needs of all students allows Field Elementary to maintain high levels of academic achievement year after year. The school received all TEA Distinctions. We accredit our students’ academic achievements to effective instructional
methods and targeted interventions. These strategies are monitored using several data points throughout the year. The school monitors student achievement using progress monitoring, beginning-middle-end of the year assessments, the district’s universal screener, diagnostic computer programs for reading and math, as well as district and state assessments. Individual data binders and classroom data walls allow the results to be visible for students, teachers, and administrators. Students are expected to be invested in their own learning and goals. The Response to Intervention (RTI) and the Intervention Assistance Team (IAT) meet to develop a plan for students not meeting expectations. When needed a team consisting of an administrator, the teacher, diagnosticians, and the parent, meet to develop a plan to ensure academic success for the student. The team collaborates to provide teachers with additional interventions or strategies to assist individual students. These interventions may include utilizing different instructional approaches, providing the student opportunities to meet with the school counselor, developing a behavior support plan, or adjusting a child’s schedule. The idea of the RTI/IAT process is to support individual student needs in order to improve academic performance.

Teachers of English Learners (EL) have Sheltered Instruction and English as a Second Language (ESL) endorsements. A campus trained teacher provided professional development to all teachers with effective Sheltered Instruction strategies. Sheltered instruction is an approach to teaching ELs which integrates language and content instruction. This approach combines second language acquisition strategies with content area instruction. In addition, the English Language Proficiency Standards (ELPS) are utilized by teachers to identify proficiency levels and student expectations for ELL students. Students receive allowable, recommended accommodations according to their language needs and proficiency levels in the classroom and on assessments, including extended time, visual content aids, and dictionaries. The effectiveness of these instructional strategies is evident in the school’s Texas English Language Proficiency Assessment System (TELPAS) scores, as the school’s scores surpassed the district’s scores last year.
Perceptions

Perceptions Summary

At Field Elementary, all stakeholders are valued and respected. The school environment encourages students to take ownership of their learning and behavior. Teachers guide and support students by allowing them to share in decision-making and direct their own academic progress. When necessary, the Intervention Assistance Team (IAT) process is put into place to address the needs of students having academic difficulties. Advanced students are encouraged to challenge themselves through a choice of project/interest based assignments. The hard work of all students is celebrated and displayed in the school hallways and bulletin boards.

Teachers, staff and administrators strive to maintain a positive environment to support the social and emotional development of students in order to facilitate their academic progress. Our campus is implements a school wide discipline plan (CHAMPS) to provide a structure of “positive steps” for students to manage behavior when necessary. We believe that Field has minimal disciplinary issues due to its positive school climate.

The school has an active and engaged non-profit Parent Teacher Organization (PTO) that has worked to enrich student learning and provide campus upgrades. The PTO regularly fulfills teacher requests for classroom materials and provides volunteers to support classroom activities, arts and library programs, and field trips. The PTO has sponsored food and coat drives for families in need and organized campus beautification projects. The PTO website provides information about school and community events. The organization has assisted in representing Field Elementary to the surrounding community, promoting the Early Childhood Program registration days, organizing summer playdates for incoming families, as well as attending local neighborhood association meetings and other community events. The PTO has been a catalyst in connecting the school with the community.

Perceptions Strengths

Field also prioritizes the emotional and social development of its students along with their academic success. Teachers create safe and welcoming learning environments and develop strong relationships with students and parents, acknowledging any difficulties they may face at home. Teachers prioritize learning each student’s personality, strengths and weaknesses, interests, learning styles, and peer relationships. Every child is aware that their teacher truly cares about them beyond their academic success.
Field teachers rightfully boast about the superior quality of teaching that they provide all students. Grade-level curriculum teams develop lessons based on dialogue and creativity. Moreover, teachers cultivate a love for reading. The school curriculum is successful in part through its daily focus on literacy. Teachers integrate novel studies and guided reading in a variety of genres accessible through the school and classroom libraries. Lessons often are multi-disciplinary, and students might find their science/ social studies lessons integrated into language arts.

Field Elementary takes great pride in its efforts to engage families and the community to ensure student success. The school attributes its culture of inclusion and its strong sense of community as leading factors in the increased level of student achievement. Field faculty and staff work hard to maintain healthy communication between school and home. The school uses a variety of communication sources, i.e. School Messenger, Classroom Dojo, website updates and notes home. Parent and community engagement has been a fundamental component to student success. The school aspires to create meaningful relationships with families and the broader community. Each school year begins with a “Teacher Meet and Greet” prior to the start of school to set the stage for open communication between teachers and parents. Parents are encouraged to engage in individualized additional parent conferences as needed throughout the year. This ongoing communication is crucial in supporting student success.

Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** Although our PTO is supportive and active in the school, parent involvement and community partnerships are not as strong as they were pre-Covid. **Root Cause:** There have been limited opportunities for parents / community members to participate given the restrictions for face-to-face involvement due to pandemic restrictions.
Priority Problems of Practice

**Problem of Practice 1**: Our students are continue to struggle with social/emotional needs post-covid that must be attended to before optimum learning can take place.

**Root Cause 1**: Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

**Problem of Practice 1 Areas**: Demographics

**Problem of Practice 2**: Although our PTO is supportive and active in the school, parent involvement and community partnerships are not as strong as they were pre-Covid.

**Root Cause 2**: There have been limited opportunities for parents / community members to participate given the restrictions for face-to-face involvement due to pandemic restrictions.

**Problem of Practice 2 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**
- Discipline records
- School safety data

**Employee Data**
- Campus leadership data

**Parent/Community Data**
- Parent engagement rate
Board Goals

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

**Goal 1:** The percentage of students at the Masters Level for the 2022 - 2023 Reading STAAR in grades 3 - 5 will increase from 58% to 60%

**Strategic Priorities:**
- Expanding Educational Opportunities

**Measurable Objective 1:** Student Assessment Reading results will increase by 10% at all performance levels a Campus Based MOY assessments compared to the BOY Campus Based assessment data, with an additional 10% increase from the MOY assessment data compared to a Campus Based pre-STAAR assessment.

**Evaluation Data Sources:** District Assessments
- Campus Benchmarks
- Ren 360

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implement Guided Reading small groups daily using leveled readers with fidelity.</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Continuity in instructional strategies and student expectations will result in an increase at all performance levels on STAAR as compared to the BOY baseline assessments</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Principal, Appraisers, and classroom teachers</td>
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<tr>
<td><strong>Action Steps:</strong> (1) Provide and implement PD focused on small group instruction and best practices. (2) Monitor strategies being used in the classroom and evidence of best practices. (3) Review BRR, REN360, and formative assessments for data and trends of student progress monthly.</td>
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<td><strong>Title I:</strong> 2.4, 2.5, 2.6</td>
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<td><strong>- TEA Priorities:</strong> Build a foundation of reading and math</td>
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<tr>
<td><strong>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</strong></td>
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Campus #152
December 1, 2022 12:04 PM
Strategy 2: Lesson plans will include instructional strategies to target interventions for Tier I students to meet the Masters Level.

**Strategy's Expected Result/Impact:** The percentage of students reaching Masters Level on the Campus MOY Assessment for Reading in grades 3 - 5 will be at 25% and increase to 40% at the Campus Pre-STAAR Assessment in the Spring.

**Staff Responsible for Monitoring:** Campus Principal, Appraisers, and classroom teachers

**Action Steps:**
1. PLCs will provide time monthly for teachers to collaborate in vertical alignment/content teams for planning using best practices.
2. Data talks will be conducted monthly at PLC’s to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies.
3. Campus leadership will monitor instructional strategies using walk-throughs, data reports from Ren360; BBRs; Imagine Learning, and lesson plans.

**Title I:**
2.4, 2.6

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

<table>
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<tr>
<th>Measurable Objective 2:</th>
<th>The number of students at Tier 2 &amp; Tier 3 on the Universal screen will decrease by 10% at each of the benchmark periods progress monitoring, MOY and EOY.</th>
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</table>

**Evaluation Data Sources:** Universal REN Screener

**HB3 Board Goal**
| Strategy 1 Details | Strategy 1: All Kindergarten through 3rd ELA teachers will plan and implement effective small group lessons in literacy.  
**Strategy's Expected Result/Impact:** Implementing professional development grounded in the science of teaching reading will target students’ oral language development, alphabet knowledge, decoding, fluency, and comprehension in the primary grades.  
**Staff Responsible for Monitoring:** Campus Admin Team, Classroom Teachers  
**Action Steps:**  
1. In accordance with HB3 all kindergarten through 3rd grade ELA and special education teachers will complete the Texas Reading Academy training by the end of the 2022 - 2023 school year.  
2. Teachers will implement evidence based strategies from the Texas Reading Academy training.  
3. Teachers will use assessment to analyze and monitor student data to make informed instructional decisions.  
4. Classroom instruction, small group instruction, and interventions will utilize the components of Oral Language, Phonological Awareness, Alphabet Knowledge, Print Concepts, Handwriting, Decoding, Encoding, Word Study, Reading Fluency, Reading Comprehension, Composition, Tiered Supports and Reading Difficulties. | Reviews | Formative | Summative |
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| Strategy 2 Details | Strategy 2: Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pull-out/push-in, Imagine Language and Literacy, home resources/support, parent communication  
**Strategy's Expected Result/Impact:** All students will receive timely and effective literacy intervention.  
**Staff Responsible for Monitoring:** Campus Admin Team, Reading Intervention Teachers, Classroom Teachers  
**Action Steps:**  
1. Under-performing students will be monitored bi-monthly at campus IAT meetings.  
2. Students who are identified as at least one grade below current grade level will receive pull-out support from our campus reading interventionist or strategic support via Imagine Learning.  
3. Students identified will be monitored for growth. | Reviews | Formative | Summative |
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| Strategy 3 Details | Strategy 3: Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions.  
**Strategy's Expected Result/Impact:** All students will progress at least two levels on running records at each benchmark period - MOY and EOY  
**Staff Responsible for Monitoring:** Campus Admin Team, Reading Intervention Teachers, Classroom Teachers  
**Action Steps:**  
1. All teachers will meet with campus reading interventionist monthly in PLC's to discuss student progress, effective reading strategies, and use of reading materials to support literacy groups and Guided Reading practices.  
2. Teachers will track student progress and evaluate student growth at each of the benchmark periods.  
3. Teachers will use student progress data to revise instructional strategies and/or group to meet student needs. | Reviews | Formative | Summative |
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| No Progress | Accomplished | Continue/Modify | Discontinue |
**Measurable Objective 3:** The number of students at Tier III & II according to the BOY REN assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment.

**Evaluation Data Sources:**
- District Assessments
- Campus Benchmarks
- Ren 360

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<td><strong>Strategy 1:</strong> Focus on independent reading and comprehension skills with Tier II &amp; III students with an interventionist at least 45 minutes weekly</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Student's independent reading level and comprehension skills will increase having a positive impact on the number of students on Tier II &amp; Tier III levels according to the districts Universal Screener</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Campus Principal, Appraisers, and classroom teachers</td>
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| **Action Steps:**
1. Analyze BOY Universal Screener to identify Tier II & Tier III students.
2. Develop Reading Intervention groups based on reading levels and skills.
3. Use Marie Carbo for a minimum of 45 minutes weekly during intervention small group.
4. Tier II & III students will utilize Imagine Learning and Literacy for a minimum of 45 minutes each week.
5. Monitor student progress using BBR, Ren 360, formative assessments, Imagine Literacy. | **Title 1:** |
| 2.4, 2.6 | **TEA Priorities:** Build a foundation of reading and math |

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students at the Masters Level for the 2022 - 2023 Math STAAR in grades 3 - 5 will increase from 47% to 50%

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Student Assessment Math results will increase by 10% at all performance levels on MOY campus based Math assessment when compared to the BOY assessment data, with an additional 10% increase from the MOY assessment data compared to the pre-STAAR campus based assessment.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

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<td><strong>Strategy 1</strong>: Teachers will participate in planned vertical alignment sessions to foster essential understandings of what students need to know and be able to do by the end of each grade level and align instructional strategies across grade levels to meet those needs.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Continuity in instructional strategies and student expectations will result in an increase at all performance levels on STAAR as compared to the BOY baseline assessments</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Campus Principal, Appraisers, and classroom teachers</td>
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<td><strong>Action Steps</strong>: (1) PLCs and or faculty meetings will provide time monthly for teachers to collaborate in vertical alignment/content teams for planning using best practices. (2) Data talks will be conducted monthly at PLC's to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies. (3) Campus leadership will monitor instructional strategies using walk-throughs, data reports using Imagine Math, and lesson plans.</td>
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<td><strong>Title 1</strong>: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</td>
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**Strategy 2 Details**

**Strategy 2:** Teachers will analyze unit/ objective assessment to drive and provide small group instruction to Tier II & III students two times per week.

**Strategy's Expected Result/Impact:** The number of students at Tier III & II according to the BOY REN assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment.

**Staff Responsible for Monitoring:** Campus Principal, Appraisers, and classroom teachers

**Action Steps:**
1. Provide and Implement PD focused on small group math instruction and best practices.
2. Monitor strategies being used in the classroom and/or intervention classes for evidence of best practices.
3. Develop and implement a intervention plan using a flexible ancillary schedule for interventions to be delivered by a the math content teacher.
4. Review REN360, Imagine Math Data and formative assessments for data and trends of student progress monthly.

**Title I:**
2.4, 2.6

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

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**Measurable Objective 2:** The number of students at Tier III & II according to the BOY REN Math assessment will decrease by 25% when compared to the MOY REN assessment and 75% when compared to the EOY REN Assessment.

**Evaluation Data Sources:** District Assessments
Campus Benchmarks
Ren 360

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### Strategy 1 Details

**Strategy 1:** Teachers will utilize the Tier II & III data from Ren 360, previous STAAR data and/or other student data to identify students and implement an intervention plan to assist students performing below grade level.

**Strategy's Expected Result/Impact:** The number of students mastering grade level TEKS in math will increase having a positive impact on the number of students on Tier II & III levels according to the district's Universal Screener.

**Staff Responsible for Monitoring:** Campus Principal, Appraisers, and classroom teachers.

**Action Steps:**
1. Analyze BOY Universal Screener to identify Tier II & Tier III students.
2. Develop Math Intervention groups based on math standards and skills.
3. Provide minimum of 45 minutes weekly during intervention small group.
4. Tier II & III students will utilize Imagine Math for a minimum of 45 minutes each week.

### Reviews

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**Title I:**
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| 0% | No Progress | 100% | Accomplished | ➡️ | Continue/Modify | ✗ | Discontinue |
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022 - 2023 school year 95% of 5th grade students will be at the Meets Level on the STAAR reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

**Strategic Priorities:**
Expanding Educational Opportunities

Measurable Objective 1: The MOY results on the Campus based assessments for Reading and Math will indicate 75% of 5th graders at the Meets Level and 95% at the Meets Level on the Spring 2022 STAAR Reading and Math.

**Evaluation Data Sources:** District Assessment
Campus Assessments
Ren BOY, MOY, EOY

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<tr>
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<tr>
<td><strong>Strategy 1:</strong> Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Language and Literacy for identified Tier II and III Reading students. <strong>Strategy's Expected Result/Impact:</strong> By the end of the 2022-2023 school year, 85% of all 5th grade students will read at or above grade level as measured by DRA/Fountas and Pinnell (including SPED students). <strong>Staff Responsible for Monitoring:</strong> Campus Administrators Reading Interventionists IAT Chairperson Classroom Teachers <strong>Action Steps:</strong> (1) Develop Reading Intervention groups based BOY data results (2) Provide minimum of 45 minutes weekly during intervention small group. (3) Tier II &amp; III students will utilize Imagine Learning for a minimum of 45 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Math. <strong>Title I:</strong> 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</td>
<td>Formative</td>
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<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

Measurable Objective 2: The number of students at Tier III & II according to the BOY Math REN assessment will decrease by 25% when compared to the MOY Math REN assessment and 75% when compared to the EOY Math REN Assessment at all grade levels.
**Evaluation Data Sources:** District Assessment  
Campus Assessments  
Ren BOY, MOY, EOY  
Lesson Plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Math for identified Tier II and III Math students.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The number of students K-5 mastering grade level Math TEKS will increase, decreasing the number of students in Tier II &amp; III as indicated on the REN 360 Math Assessment.</td>
<td>Nov</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Campus Administrators  
Math Interventionists  
IAT Chairperson  
Classroom Teachers | 100% | | | |
| **Action Steps:** (1) Develop Math Intervention groups based BOY data results  
(2) Provide minimum of 45 minutes weekly during intervention small group.  
(3) Tier II & III students will utilize Imagine Math for a minimum of 45 minutes each week.  
(4) Monitor student progress using REN 360, formative assessments, Imagine Math. | | | | |

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

<table>
<thead>
<tr>
<th>Measurable Objective 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of students at Tier III &amp; II according to the BOY Reading REN assessment will decrease by 25% when compared to the MOY Reading REN assessment and 75% when compared to the EOY Reading REN Assessment at all grade levels.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Data Sources:** District Assessment  
Campus Assessments  
Ren BOY, MOY, EOY  
Lesson Plans
**Strategy 1 Details**

**Strategy 1:** Provide targeted small group instruction, workstation instruction, formative assessments, intervention pull-out/push-in, and Imagine Literacy for identified Tier II and III Reading students.

**Strategy's Expected Result/Impact:** The number of students K-5 mastering grade level ELA TEKS will increase, decreasing the number of students in Tier II & III as indicated on the REN 360 Reading Assessment.

**Staff Responsible for Monitoring:** Campus Administrators
Reading Interventionists
IAT Chairperson
Classroom Teachers

**Action Steps:**
1. Develop Reading Intervention groups based recent data results
2. Provide minimum of 45 minutes weekly during intervention small group.
3. Tier II & III students will utilize Imagine Literacy for a minimum of 45 minutes each week.

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

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

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td>Discontinue</td>
</tr>
</tbody>
</table>

- No Progress
- Accomplished
- Continue/Modify
- Discontinue
**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:** During the 2022 - 2023 school year the percentage of identified special education students at the Meets Level on the 3-5 Reading STAAR will increase from 36% to 40%

**Measurable Objective 1:** Campus data for identified Special Education students will show 30% of identified Special Education students in grades 3 - 5 at the Meets level on the MOY Campus Reading Assessment and 45% on the April Pre-STAAR Reading Assessment.

**Evaluation Data Sources:** District Assessments
Campus Formative Assessments
Ren 360

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Develop and implement a targeted tutorial plan for identified special education students that are not at grade level for reading standards according to objective assessments, Ren360, benchmark data and other campus assessments.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The increase of identified SE students in grades 3 - 5 at the Meets level on the MOY &amp; April Pre-STAAR campus assessments will increase when compared to the BOY.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Principal</td>
<td><img src="image" alt="100%" /></td>
</tr>
<tr>
<td>Appraisers</td>
<td></td>
</tr>
<tr>
<td>SpEd Administrator</td>
<td></td>
</tr>
<tr>
<td>SpEd Lead Teacher</td>
<td></td>
</tr>
<tr>
<td>Classroom teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> (1) Analyze BOY data</td>
<td></td>
</tr>
<tr>
<td>(2) Form Flexible tutorial groups based on individual student needs</td>
<td></td>
</tr>
<tr>
<td>(3) Develop and implement a targeted instructional plan to assist students on struggling Reading standards</td>
<td></td>
</tr>
<tr>
<td>(4) Monitor data monthly to evaluate student progress according to objective assessments, snapshots and benchmark data.</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.4, 2.6</td>
<td></td>
</tr>
</tbody>
</table>

Measurable Objective 2: The number of identified SE students at Tier II & Tier III according to the BOY REN 360 Reading assessment will decrease by 25% when compared to the MOY REN 360 Reading assessment and 75% when compared to the EOY REN Reading assessment.
**Evaluation Data Sources:** REN 360 Reading Assessment

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Teachers will utilize the TIER II &amp; III data from REN 360 to identify SE students and implement an intervention plan to assist students with meeting grade level reading standards.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> The number of students meeting reading standard will increase having a positive impact on the number of students at Tier II &amp; Tier III levels on the Reading Ren 360 screener.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Principal Appraisers SpEd Administrator SpEd Lead Teacher Classroom teachers</td>
<td><img src="image" alt="100%" /></td>
</tr>
<tr>
<td><strong>Action Steps:</strong> (1) Analyze BOY Universal Screener to identify Tier II &amp; Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Marie Carbo for a minimum of 45 minutes weekly during intervention small group. (4) Tier II &amp; III students will utilize Imagine Learning and Literacy for a minimum of 45 minutes each week. (5) Monitor student progress using BBR, REN 360, formative assessments, Imagine Literacy.</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.4, 2.6</td>
<td></td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong> Build a foundation of reading and math</td>
<td></td>
</tr>
</tbody>
</table>

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

**Goal 1:** ATTENDANCE During the 2022-2023 school year, the school attendance rate will increase from 94.3% to 98% by the EOY ADA Data Report.

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

**Measurable Objective 1:** Average Daily attendance rates will be at or above 98%

**Evaluation Data Sources:** ADA Attendance Reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> A Campus Attendance Committee will work with families with chronic absences. <strong>Strategy's Expected Result/Impact:</strong> The percentage of students identified as having with chronic absences of more than 1 absence per week will decrease. <strong>Staff Responsible for Monitoring:</strong> Campus Principal SIRS/Attendance Clerk Campus Attendance Committee <strong>Action Steps:</strong> (1) Campus policies will be developed to communicate efficiently with parents about attendance issues. (2) Attendance reminder letters and transfer student non-renewal warning letters will be utilized. (3) Face-to-face and/or phone communication will be addressed with parents of students missing 3 consecutive days or a total of 5 days or transfer students with 3 unexcused absences. <strong>Title I:</strong> 2.5</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>

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

**Goal 2:** DISCIPLINE During the 2022 - 2023 school year the campus will have zero (0) ISS or OSS incidents.

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

**Measurable Objective 1:** The number of office referrals concerning bullying issues relating to race or sex will be zero.

**Evaluation Data Sources:** Research & Accountability EOY Discipline reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Social Emotional strategies will be provided during morning (breakfast) activities and monthly counselor classes.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Office referrals concerning bullying issues will be zero.</td>
<td>Nov Jan Mar June</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Campus Counselor Discipline Committee</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> (1) Provide SEL, and relevant PD to campus faculty and staff (2) Incorporate SEL Practices to the classroom daily (3) Implement individual or groups sessions for students with social/emotional/behavioral concerns</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong> 2.5</td>
<td>No Progress Accomplished Continue/Modify Discontinue</td>
</tr>
</tbody>
</table>

152 Field Elementary School
Generated by Plan4Learning.com December 1, 2022 12:04 PM
Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION At the end of the 2022 - 2023 school year 90% of our students responding to an end of year survey will indicate an overall satisfaction with the school's safety environment,

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

Measurable Objective 1: 90% of the students will report that they are not bullied on a MOY and EOY surveys

Evaluation Data Sources: Campus Student Climate Surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The Campus Counselor will implement monthly lessons during ancillary classes, focused on student empowerment/ bully prevention</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Incidents of bullying will be eliminated by providing students with skills to take action or know what to do when they are being bullied or witness other students engaged in acts of bullying.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Librarian Classroom Teachers Principal Safety Committee</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Action Steps:</strong> (1) Monthly library lessons developed focused on bully prevention using literary resources</td>
<td></td>
</tr>
<tr>
<td>(2) Monitor Library Lesson Plans for anti-bully/SEL activities</td>
<td></td>
</tr>
</tbody>
</table>

Title I: 2.5, 4.1

No Progress Accomplished Continue/Modify Discontinue
Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Transforming Academic Outreach
Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Strategic Priorities:**
Expanding Educational Opportunities, Transforming Academic Outreach
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT  
A parental survey at the end of the school year will show that at least 80% of our parents indicate overall satisfaction parents agree that the school provides information / materials and opportunities for the parents to engage within the school community.

**Strategic Priorities:**  
Expanding Educational Opportunities

**Measurable Objective 1:** The school will host at least two parent engagement opportunities each semester.

**Evaluation Data Sources:** Event Sign-in Sheets  
Parent Surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The school will work closely with the Parent Teacher Organization (PTO) to increase Teacher/Parent support to provide information and communication between teachers and home.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Communication between home and school will support student academic success by providing parents with information and materials to support student academics.</td>
<td><strong>Nov</strong></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Campus Principal  
Campus Wraparound Specialist | 100% | | | |
| **Action Steps:** (1) Campus Leadership will have regular communication with the PTO Board to discuss how the school & PTO can support one another  
(2) Our Campus Wraparound Specialist will work to communicate between the school and PTO  
(3) A campus committee for parental involvement will develop and implement a incentive plan for the homeroom with the highest percentage of families in attendance at monthly PTO Meetings  
(4) The school will acquire a teacher representative to volunteer to attend a PTO monthly meeting | | | | |
| **Title I:** | 4.1, 4.2 |
### Strategy 2 Details

**Strategy 2:** The school will create opportunities to meet and gather parent input concerning school issues and tools needed for student success and learning.

**Strategy's Expected Result/Impact:** Communication between home and school will support student academic success by providing parents with information and materials to support student academics.

**Staff Responsible for Monitoring:** Campus Administration Team
Wraparound Specialist

**Action Steps:**
1. Develop a campus committee to organize Parent Involvement activities
2. Survey school community to gather parent input concerning school issues and tools needed for student success and learning
3. Create a calendar for the year with 4 planned Parent Involvement events

### Reviews

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td></td>
<td></td>
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<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Title I:**
  4.2

- **Icons:**
  - ![Icon](image1.png)
  - ![Icon](image2.png)
  - ![Icon](image3.png)
  - ![Icon](image4.png)

- **Support Icons:**
  - ![Support Icon](image5.png)
  - ![Support Icon](image6.png)
  - ![Support Icon](image7.png)
  - ![Support Icon](image8.png)
Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by S. Waddy-Roberts, RN, BSN, CPN:
Estimated number of students to be screened: 425
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Vision screening records for all applicable students completed by S. Waddy-Roberts, RN, BSN, CPN
Estimated number of students to be screened: 300
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by S. Waddy-Roberts, RN, BSN, CPN
Estimated number of students to be screened: 300
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by S. Waddy-Roberts, RN, BSN, CPN:
Estimated number of students to be screened: 200
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.
**Measurable Objective 5:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

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

**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: S. Waddy-Roberts, RN, BSN, CPN
Number of AEDs on campus: 2
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
State Compensatory

Budget for 152 Field Elementary School

Total SCE Funds: $53,514.00
Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Campus state compensatory funds are used to hourly lecturers in math and reading to provide interventions. Funds are also used to provide resources and materials for these intervention classes/students. Extra duty pay for tutorials are paid using state compensatory funds.

Personnel for 152 Field Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Blanco</td>
<td>Non Instructional Aide - HR</td>
<td>1</td>
</tr>
<tr>
<td>Elena Osegueda</td>
<td>Teaching Assistant-10M</td>
<td>1</td>
</tr>
<tr>
<td>Lakeisha Mitchell</td>
<td>Non Instructional Aide - HR</td>
<td>1</td>
</tr>
<tr>
<td>Nancy Perez</td>
<td>Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Tewahado Holness</td>
<td>Lecturer Hrly - Degreed</td>
<td>1</td>
</tr>
</tbody>
</table>
Addendums
SIP APPROVAL 2021-2022

School Name and Campus #: Field Elementary 152

Principal Name: John Hendrickson

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/30/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Principal

Date

Signatures below indicate review and approval of this document.

Amy Mue
PTO/PTA or other Parent Representative

Date

Sammi Shamba
SDMC Teacher Representative

Date

Amela
School Support Officer/Lead Principal

Date

Area Office Superintendent

Date

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

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

Campus Name ___________________________ Campus Number __________

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

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

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

Continued on next page....
2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

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

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

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________

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

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

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

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

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

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

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

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

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

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

Continued on next page....
2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

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

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

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

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Continued on next page....
### ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

**NOTE:** All allowable positions must be paid 100% with Title I funds as non-funded Title I positions are not allowable.

<table>
<thead>
<tr>
<th>ALLOWABLE TITLE I POSITIONS</th>
<th>JOB CODES</th>
<th>UNALLOWABLE TITLE I POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Rep</td>
<td>10M – 30002888</td>
<td>Coach (Literacy, Play-it-Smart Academic)</td>
</tr>
<tr>
<td></td>
<td>11M – 30002889</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12M – 30002900</td>
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<tr>
<td>Tutor, Sr. Academic (Hourly)</td>
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<td>Lecturer (Hourly)</td>
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<td>Librarian</td>
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<td>Counselor (must have rationale that shows duties are supplemental to the regular school program)</td>
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<td>Nurse</td>
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<td>11M – 30001703</td>
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<tr>
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<td>30003148</td>
<td>Student Information Representative (SIR)</td>
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<tr>
<td>Licensed Specialist in School Psychology (LSSP), Title I</td>
<td>11M – 30008677</td>
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<td>12M – 30008678</td>
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<td>Coach, Graduation</td>
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<tr>
<td>Instructional Specialist</td>
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<td>Teacher, AVID</td>
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<tr>
<td>Teacher, Intervention (Hourly) All grade levels - [General]</td>
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<td>Teacher, Multi-grade</td>
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<td>Teacher, Coach</td>
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<td>*Teacher, Class-Size, Kindergarten</td>
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<td>*Teacher, Class-Size, Bilingual</td>
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<tr>
<td>*Teacher, Class-Size Reduction [General] All grade levels</td>
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*Before hiring a CSR teacher, schools must first meet the State’s standards for pupil-teacher ratios (i.e., 9:1 = 22:1 for all other grades, a school must maintain an average of not less than 25:1 based on average daily attendance). After meeting the State’s standards, you may apply for a CSR teacher to meet the District’s recommended standards (i.e., 6:1 = 20:1; grade 5–6:1; grades 6–8: 26:1; grades 9–12: 30:1 or class load of 100 students; grades 9–12: 30:1 or class load of 100 students). |

Rev. 01/20/2022
2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

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

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>In-State Travel</td>
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<tr>
<td>Out-of-State Travel</td>
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<td>Field Lessons</td>
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<tr>
<td>Title I Positions</td>
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