

Houston Independent School District
396 Daily Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on our STAAR scores, we need to strengthen our Tier 1 instruction in order to improve Domain 1 scores. Although this past year showed that we can "grow" students from where they are, we need to work on having more of our students attain the Meets standard. Since the STAAR redesign will require students to write short and extended answer responses in all tested subjects, we also need to incorporate similar writing opportunities across all subject areas on a daily basis. In addition, we also need to ensure our students are familiar with taking online assessments by having them take online assessments throughout the year. One concern teachers brought to our attention at the end of last year was the need for a school-wide discipline plan. In response, we are implementing Project Class, a social skills curriculum, that allows all staff members to have a common language and streamlines behavioral expectations across all grades. The other request made by staff and parents is the need to offer more extracurricular opportunities for our students.

Demographics

Demographics Summary

Ray K. Daily is a PreK-5th neighborhood school located near the heart of the Energy Corridor on the west side of Houston, Texas. Originally opened in 2007 as a relief school for Barbara Bush Elementary, continuous new multi-complex residential construction has increased student enrollment in our attendance zone year after year, often leading to students having to attend HUB schools. The current enrollment of the campus is 822 students, all of whom represent a variety of languages and cultures. Daily has a diverse student population with approximately 36% of students identified as Emergent Bilingual. We are working towards having all our PreK-5th grade teachers ESL-certified within the next few years in order to better meet the needs of our large population of EB students. The ethnic composition of our campus is 38% Hispanic, 33% African-American, 11% Asian, 12% Caucasian, and 5% Other. About 8% of the population is identified as Gifted and Talented and 5% of the students receive special education services. 66.5% of the student population qualify for the federally-funded free and reduced lunch program. Daily also offers a dual language program in Spanish and English with one dual language class per grade level. The special education programs available at Daily include two ECSE classes, an EXPLORE class, speech, and resource services. Prek, PALS, Kindergarten, 1st and 2nd grade classes are all self-contained. Beginning in 3rd - 5th grades, classes are departmentalized which allows teachers to become experts in specific subject areas.

Demographics Strengths

Our diverse student population is definitely a point of strength at Daily Elementary. We also have a diverse faculty and staff that is fairly reflective of our student population.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: We need to ensure we are meeting the needs of our large population of EL students. **Root Cause:** In the past, only one teacher per grade level was designated as the ESL teacher. We need to make sure all our teachers are ESL-certified.

Student Learning

Student Learning Summary

For the 2021-22 school year, Daily Elementary earned an "A" rating with a scaled score of 91 and 5 distinctions: Math, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. In both School Progress and Closing the Gaps, Daily earned an A (92 and 90 respectively); however, in Student Achievement, Daily earned a C (78). 58% of students met grade level or above in reading, 45% of students met grade level or above in math, and 37% of students met grade level in science.

Student Learning Strengths

Teachers in PreK, PALS, Kindergarten, 1st and 2nd are self-contained. This allows teachers the opportunity to really get to know their students academically, socially, and emotionally. They also have more flexibility in their schedule to adjust as deemed appropriate in order to meet the needs of their students. Teachers in 3rd - 5th grades are departmentalized which allows them to become experts in their subject areas and tailor their professional development accordingly rather than focusing on all subject areas. Subject-area teachers in the upper grades collaborate with each other for planning.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Several students in upper grades (both new and returning) with a deficit in reading. **Root Cause:** Literacy by 3 is not consistent across grade levels. In 1st - 5th grades, there is a percentage of students who begin at Urgent Intervention and remain there (with increases in standard scores, but no category movement). We need to put in structures for intervention and tiered small group instruction. Historically, teachers have organized their lessons towards whole group instruction.

School Processes & Programs

School Processes & Programs Summary

Daily Elementary serves students in PreK-5th grade. We have 2 self-contained ECSE classes, resource and speech services. Daily has a dual language program for students K-5th. Our school operates out of one calendar. Every Friday, we send out the Weekly Agenda to all staff members which includes meetings (members who need to be present, location, etc.), trainings, events, deadlines for the upcoming week. There is also a section on looking ahead so staff is aware of upcoming events and deadlines. Outlook invites are also used as well. For parent communication, we have adopted Class Dojo school-wide. Every Wednesday, I send out the school newsletter, the Daily News, to all parents via HISD Connect and Class Dojo.

PreK-2nd grade classes are self-contained. Third - 5th classes are departmentalized (except for 3rd grade Dual Language): Math/science and ELAR/SS in order to encourage interdisciplinary practices while becoming an "expert" in specific subjects. Many of our teachers have become ESL-certified since this is an area of need for students in our community. This year, we are focusing on providing more extracurricular activities for our students (UIL, Robotics & Coding Club, Gardening Club, Safety Patrol, Name that Book, Sports). We are also creating more opportunities for our parents to get involved as well.

School Processes & Programs Strengths

Since we are a diverse learning community with over 30 different languages represented by our students, we take many opportunities to celebrate our diversity (ie. Hispanic Heritage parade, Lunar New Year Parade, a Black History parade). Our staff members are willing to go above and beyond to help our students academically and socially/emotionally. Last year, our campus was fortunate enough to have a Wraparound Specialist for the first time. Ms. Pena has helped tremendously in connecting families to school and in finding resources to meet our students' non-academic needs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Several of our students have attendance and tardy concerns. There are lower attendance rates on Mondays, Fridays, and bad weather days. **Root Cause:** Lower attendance rates on Mondays because students or their parents are tired from the weekend. Many of our students walk to school because they are ineligible for school buses so on inclement weather days, they choose not to come to school. Also, families reside outside of Daily's zone, but are still enrolled at Daily. They are often tardy or absent due to travel time and traffic.

Perceptions

Perceptions Summary

We have a core group of parents that make up our PTO. Many of our parents are working parents so the level of parent engagement varies accordingly. Feedback from long-time parents have been positive about changes they have seen in our school in the past three years. Most teachers who choose to leave Daily do so because they are moving, retiring, or leaving the field of education.

Perceptions Strengths

Overall, we have a positive perception from our parent community. Our parent body have conveyed that they are happy with the changes they have seen. With the help of our Wraparound Specialist, we have increased our parent engagement and participation levels. We have also worked with community partners, such as the SPARK park organization, to bring a SPARK park on our campus. Staff culture is also positive. We try to cultivate a family atmosphere. I make sure our administrative team is always available to support our teachers.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents may not be as involved in school as much as we would like. **Root Cause:** Some of our bilingual parents feel more comfortable if they are able to communicate with bilingual staff members. Other parents are willing to be involved, but their work schedule prevent them from more involvement. We need to offer more opportunities after-hours.

Priority Problems of Practice

Problem of Practice 1: Several students in upper grades (both new and returning) with a deficit in reading.

Root Cause 1: Literacy by 3 is not consistent across grade levels. In 1st - 5th grades, there is a percentage of students who begin at Urgent Intervention and remain there (with increases in standard scores, but no category movement). We need to put in structures for intervention and tiered small group instruction. Historically, teachers have organized their lessons towards whole group instruction.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: Several of our students have attendance and tardy concerns. There are lower attendance rates on Mondays, Fridays, and bad weather days.

Root Cause 2: Lower attendance rates on Mondays because students or their parents are tired from the weekend. Many of our students walk to school because they are ineligible for school buses so on inclement weather days, they choose not to come to school. Also, families reside outside of Daily's zone, but are still enrolled at Daily. They are often tardy or absent due to travel time and traffic.

Problem of Practice 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Board Goals

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

Goal 1: For the 2022-23 school year, 3rd, 4th, and 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard will increase from 58% to 60%.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students will show progress from BOY to EOY as measured by Ren 360 and BRR.

Evaluation Data Sources: Ren 360 tiered reports from BOY, MOY, EOY, and progress monitoring. BOY, MOY, and EOY BRR.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue our partnership with Literacy Now to provide consistent intervention with identified Tier 3 students in kindergarten (14), 1st grade (14), and 2nd grade (20).</p> <p>Strategy's Expected Result/Impact: These identified students will make progress (increasing by one category) as indicated on Ren 360 and BRR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionist</p> <p>Action Steps: 1. Teachers will use ITR reports and BOY assessments to provide a roster of 52 students (between kindergarten and 2nd grade)</p> <p>2. Literacy Now will screen these potential students and select 48 students who will benefit most from the program.</p> <p>3. Students' progress will be monitored throughout the program.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Contract with Literacy Now - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$37,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: Implement Really Great Reading, a research-based phonics program, with fidelity as part of the daily literacy block. Strategy's Expected Result/Impact: More students will move up a category on Ren 360, especially out of Urgent Intervention. Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionist Action Steps: 1. Provide training for RGR during preservice weeks. 2. Ensure all necessary RGT materials are distributed to classroom teachers for them to implement the program with fidelity. 3. Reading Interventionist make sure classes are rostered so that teachers/students can get the maximum benefit from RGR. 3. Monitor its implementation and provide training/assistance as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Students will use Freckle Reading to provide support and reinforcement in areas of growth needed as identified on Ren 360. Strategy's Expected Result/Impact: Increase student performance on Ren 360 as Freckle helps to address specific deficits in understanding. Staff Responsible for Monitoring: Classroom teachers, Administrators Action Steps: 1. Renew Freckle license. 2. Schedule training during PLC to show teachers how they can assign specific objectives to reinforce on Freckle based on BOY/MOY Ren 360 and progress monitoring. 3. Run monthly reports for Freckle usage and growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Freckle Math and Reading License - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - \$11,520		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: For the 2022-23 school year, students will show progress on reading formative common assessments created online with similar format to redesigned STAAR.

Evaluation Data Sources: Formative common assessments, On-Track

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionists will work closely with reading teachers using backwards planning in creating formative common assessments online using OnTrack with similar STAAR redesign format using the six weeks' planning guides and scope/sequence.</p> <p>Strategy's Expected Result/Impact: Increase student familiarity with taking assessments online and with the types of questions on the redesigned STAAR. Identify TEKS that require clarification and/or additional reinforcement/reteach/intervention.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists</p> <p>Action Steps: 1. Provide Interventionists training to create online formative assessments using On-Track. 2. Provide time for interventionists and teachers to backwards plan from assessments.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will strengthen Tier 1 instruction by increasing the use of high-yielding, impactful instructional strategies (Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc.).</p> <p>Strategy's Expected Result/Impact: Increase engagement and the use of high-yielding instructional strategies will increase the level of student mastery during first-time instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>Action Steps: 1. Use Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc. 2. Classroom teachers notify administrators of any resources they may need to strengthen Tier 1 instruction.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan writing opportunities across all subject areas using short answer responses, written explanations/justifications for responses, etc. Strategy's Expected Result/Impact: Increase in more authentic assessment of understanding that requires higher levels of critical thinking. Staff Responsible for Monitoring: Classroom teachers, Administrators Action Steps: 1. PD on writing across all content areas during preservice. 2. Ensure lesson plans/assessments include writing opportunities. PLC form asks content teams to include how writing will be incorporated. 3. Review student writing artifacts during PLCs throughout the year. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: For the 2022-23 school year, Daily Elementary will follow HB 4545 guidelines for accelerated learning in small groups by providing 30 hours of accelerated instruction for those fourth and fifth grade students who did not meet the passing standard on STAAR Reading in Spring 2022.

Evaluation Data Sources: STAAR data, small group accelerated learning documentation

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Built in intervention blocks for every grade level where interventionists, contract tutors, and trained teacher assistants are assigned to provide 4545 accelerated learning to students.</p> <p>Strategy's Expected Result/Impact: Increase in performance of HB4545 students on formative common assessments throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionists</p> <p>Action Steps: 1. Identify and assign students for HB 4545 accelerated learning. 2. Create schedule for interventionists and contract tutors. 3. Monitor HB4545 tutoring provided by contract tutors periodically throughout the year. 4. Make adjustments as needed based on results on formative common assessments.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Contract Tutors - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$25,000, Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$61,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and interventionists will provide after-school HB4545 tutoring for students. In the spring, students will be offered Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students receiving HB4545 tutoring will improve performance on formative common assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists</p> <p>Action Steps: 1. Identify and schedule students for HB 4545 accelerated tutoring after school. 2. Gather parent permission.</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Extra duty pay for after-school tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will use Freckle ELAR and Imagine Learning and Literacy as online intervention programs. Strategy's Expected Result/Impact: Students using these platforms will show growth as reflected in monthly reports and in formative common assessments. Staff Responsible for Monitoring: Classroom Teachers, Interventionists Action Steps: 1. Renew Freckle license. 2. Have HB4545 students take Imagine Learning and Literacy BOY benchmark. 3. Monitor usage and growth by running monthly reports. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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: For the 2022-23 school year, 3rd, 4th, and 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard will increase from 45% to 50%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students will show progress from BOY to EOY as measured by Ren 360.

Evaluation Data Sources: Ren 360 from BOY, MOY, and EOY and progress monitoring.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate HISD Problem-Solving Journals in daily math routines and instruction. Strategy's Expected Result/Impact: Students will become more proficient at solving higher-level problems as teachers model thinking through these problems using various strategies. Staff Responsible for Monitoring: Classroom Teachers , Math Interventionist Action Steps: 1. Distribute HISD problem-solving journal to all teachers/students. 2. Ensure they are included in lesson plans on a daily basis. 3. Review exemplar problem-solving artifacts during PLCs. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: HISD Problem Solving Journals - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$4,800	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Students will use Freckle Math to provide support and reinforcement in areas of growth needed as identified on Ren 360. Strategy's Expected Result/Impact: Increase student performance on Ren 360 as Freckle helps to address deficits in understanding. Staff Responsible for Monitoring: Classroom teachers, administrators Action Steps: 1. Renew Freckle license. 2. Schedule training during PLC to show teachers how they can assign specific objectives to reinforce on Freckle based on BOY/MOY Ren 360 and progress monitoring. 3. Run monthly reports for Freckle usage and growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will establish routines and procedures to routinely use manipulatives to represent mathematical concepts from concrete, pictorial, to abstract to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Increase students' conceptual math understanding thereby increasing student performance on formative common assessments. Staff Responsible for Monitoring: Classroom Teachers, Math Interventionist Action Steps: 1. Provide access to math manipulatives. 2. Provide coaching as needed from Math Interventionist. 3. Utilize math department as a resource, as needed. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: For the 2022-23 school year, students will show progress on math formative common assessments created online with similar format to redesigned STAAR.

Evaluation Data Sources: Formative common assessments, On-Track

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionists will work closely with math teachers using backwards planning in creating formative common assessments online using OnTrack with similar STAAR redesign format using the six weeks' planning guides and scope/sequence.</p> <p>Strategy's Expected Result/Impact: Increase student familiarity with taking assessments online and with the types of questions on the redesigned STAAR. Identify TEKS that require clarification and/or additional reinforcement/reteach/intervention.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists</p> <p>Action Steps: 1. Provide Interventionists training to create online formative assessments using On-Track. 2. Provide time for interventionists and teachers to backwards plan from assessments.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will strengthen Tier 1 instruction by increasing the use of high-yielding, impactful instructional strategies (Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc.).</p> <p>Strategy's Expected Result/Impact: Increase engagement and the use of high-yielding instructional strategies will increase the level of student mastery during first-time instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>Action Steps: 1. Use Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc. 2. Classroom teachers notify administrators of any resources they may need to strengthen Tier 1 instruction.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan writing opportunities across all subject areas using short answer responses, written explanations/justifications for responses, etc. Strategy's Expected Result/Impact: Increase in more authentic assessment of understanding that requires higher levels of critical thinking. Staff Responsible for Monitoring: Classroom teachers, Administrators Action Steps: 1. PD on writing across all content areas during preservice. 2. Ensure lesson plans/assessments include writing opportunities. PLC form asks content teams to include how writing will be incorporated. 3. Review student writing artifacts during PLCs throughout the year. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: For the 2022-23 school year, Daily Elementary will follow HB 4545 guidelines for accelerated learning in small groups by providing 30 hours of math accelerated instruction for those fourth and fifth grade students that did not meet the passing standard on STAAR Math in Spring 2022.

Evaluation Data Sources: STAAR data, small group accelerated learning documentation

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Built in intervention blocks for every grade level where interventionists, contract tutors, and trained teacher assistants are assigned to provide 4545 accelerated learning to students. Strategy's Expected Result/Impact: Increase in performance of HB4545 students on formative common assessments throughout the year. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionists Action Steps: 1. Identify and assign students for HB 4545 accelerated learning. 2. Create schedule for interventionists and contract tutors. 3. Monitor HB4545 tutoring provided by contract tutors periodically throughout the year. 4. Make adjustments as needed based on results on formative common assessments. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and interventionists will provide after-school HB4545 tutoring for students. In the spring, students will be offered Saturday tutorials. Strategy's Expected Result/Impact: Students receiving HB4545 tutoring will improve performance on formative common assessments. Staff Responsible for Monitoring: Classroom teachers, Interventionists Action Steps: 1. Identify and schedule students for HB 4545 accelerated tutoring after school. 2. Gather parent permission. Title I: 2.4, 2.5, 2.6 Funding Sources: Extra duty pay for after-school tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will use Freckle ELAR and Imagine Math as online intervention programs. Strategy's Expected Result/Impact: Students using these platforms will show growth as reflected in monthly reports and in formative common assessments. Staff Responsible for Monitoring: Classroom Teachers, Interventionists Action Steps: 1. Renew Freckle license. 2. Have HB4545 students take Imagine Math BOY benchmark. 3. Monitor usage and growth by running monthly reports. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: For the 2022-23 school year, students performing at or above grade level in reading and math as measured by the Masters Grade Level Standard will increase from 31% to 37%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: For the 2022-23 school year, students who attained Masters last year will achieve Masters and students who attained Meets within 3 questions of Masters will move from Meets to Masters on the 2023 STAAR.

Evaluation Data Sources: STAAR results, Formative Common Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will strengthen Tier 1 instruction by increasing the use of high-yielding, impactful instructional strategies (Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc.). Strategy's Expected Result/Impact: Increase engagement and the use of high-yielding instructional strategies will increase the level of student mastery during first-time instruction. Staff Responsible for Monitoring: Classroom Teachers, Administrators Action Steps: 1. Use Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc. 2. Classroom teachers notify administrators of any resources they may need to strengthen Tier 1 instruction. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize various differentiated resources to meet the needs of students who are performing at or above grade level. Strategy's Expected Result/Impact: Increase in student achievement in formative and summative assessments. Staff Responsible for Monitoring: Classroom Teachers, Interventionists, GT Coordinator Action Steps: 1. Identify students who achieved Masters and Meets (within 3 questions of Masters). 2. Ensure students have access to differentiated digital resources such as Freckle, Imagine Learning and Math, and Renzulli where teachers can open up pathways for students who are performing at or above grade level. 3. Monitor performance on formative common assessments. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to set their goals and track their own data at BOY, each formative common assessments, MOY, and EOY. Strategy's Expected Result/Impact: Students will be motivated to achieve their goals and improve performance as a result. Staff Responsible for Monitoring: Classroom Teachers, Administrative Team Action Steps: 1. Provide Goal-Tracking Sheet to students. 2. For each formative common assessment or summative assessment, provide opportunity for students to set goals by reflecting on past performance. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: For the 2022-23 school year, our third through fifth grade students receiving special education services will increase their STAAR reading scaled scores as compared to their scores from last year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Special Education students will show progress in reading from BOY to EOY as measured by Ren 360.

Evaluation Data Sources: Ren 360 tiered reports from BOY, MOY, EOY, and progress monitoring. BOY, MOY, and EOY BRR.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: General education and the special education teachers will use research-based intervention programs such as Really Great Reading, Reading Mastery, and Corrective Reading for Tier 3 students consistently.</p> <p>Strategy's Expected Result/Impact: Students will move out of the "Urgent Intervention" category.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, Reading Interventionists, contract tutors</p> <p>Action Steps: 1. Provide training for RGR, Reading Mastery, Corrective Reading. 2. Schedule consistent opportunities to implement intervention with identified students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.</p> <p>Strategy's Expected Result/Impact: SPED students will receive instruction based on their IEPs and are equipped with accommodations and supplemental aids to maximize chances for success.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Reading Interventionist, Resource Teacher</p> <p>Action Steps: 1. Ensure general education teachers have copies of each student's IEPs. 2. Provide opportunities for resource and general education teachers to plan. 3. Discuss various accommodations/supplemental aids available for students and pinpoint most effective ones suited for individual students early in the year.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and interventionists will provide after-school HB4545 tutoring for students. In the spring, students will be offered Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students receiving HB4545 tutoring will improve performance on formative common assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists</p> <p>Action Steps: 1. Identify and schedule students for HB 4545 accelerated tutoring after school. 2. Gather parent permission.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra duty pay for after-school tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

For the 2022-23 school year, attendance rate will increase from 93.4% to 95.4%.

Strategic Priorities:

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

Measurable Objective 1: For the 2022-23 school year, the attendance rate will improve throughout the year.

Evaluation Data Sources: Attendance reports from HISD Connect and A4E Dashboard.

Strategy 1 Details	Reviews			
<p>Strategy 1: A tiered attendance plan will be established based on attendance rate which will include calling parents, establishing attendance contracts, and making home visits to address absences. Our Wraparound Specialist and registrar will create a Google link for teachers to use to document attempts to communicate with parents of students who are habitually absent (after 3 unexcused absences). Students may also be identified through "Student-at-the-Center" biweekly meetings.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rate for identified students.</p> <p>Staff Responsible for Monitoring: Admin team, Wraparound Specialist, Registrar</p> <p>Action Steps: 1. Run A4E report. 2. Create Google link. 3. Send home truancy letters, create attendance contracts, and schedule attendance meetings and home visits as needed.</p> <p>Title I: 2.5, 2.6, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Daily will implement Attendance Awareness Month during the month of September. We will highlight the importance of coming to school every day when students are healthy through flyers and sharing articles in Daily News. Every Friday, students who come to school will get to celebrate coming to school by participating in an incentive. Strategy's Expected Result/Impact: Increase awareness of the importance of attendance and increase attendance rate. Staff Responsible for Monitoring: Principal, Wraparound Specialist, SIR Action Steps: 1. Create Attendance Awareness Month incentives for each Friday (ex. bringing a small stuffed animal for "beary" good attendance). 2. Include article highlighting importance of attendance in Daily News. 3. Schedule for CORE to come to school on last Friday in September. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Wraparound Specialist will provide monthly attendance incentives to reward students with good attendance. Strategy's Expected Result/Impact: Increase attendance rate by motivating students to come to school. Staff Responsible for Monitoring: Classroom teachers, Wraparound Specialist, Principal Action Steps: 1. Schedule monthly attendance incentives. 2. Run report to identify qualifying students. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

For the 2022-23 school year, there will be a fewer number of disciplinary incidents as compared to the previous year.

Strategic Priorities:





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

Measurable Objective 1: For the 2022-23 school year, there will be a fewer number of disciplinary incidents as compared to the previous year.

Evaluation Data Sources: Disciplinary referrals from last year and current year

Strategy 1 Details	Reviews			
Strategy 1: Daily Elementary will implement Project Class Social Skills curriculum school-wide. Strategy's Expected Result/Impact: Project Class will provide a common language to reinforce social skills and consistent behavioral expectations school-wide. Staff Responsible for Monitoring: Classroom teachers, administration, Project Class social workers. Action Steps: 1. Provide Project Class training to all staff members. 2. Post Project Class posters in all classrooms, in common areas. 3. Introduce and inform parents of Project Class implementation. 4. Highlight social skills on morning announcements and reinforce social skills throughout the year. Title I: 2.5, 2.6 Funding Sources: Project Class - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily Elementary will continue the use of a school-wide Class Dojo Cart for exchange of Dojo points earned by students on a biweekly basis. Strategy's Expected Result/Impact: Motivate students to earn Dojo points by reinforcing positive behavior. Staff Responsible for Monitoring: Classroom teachers, Administration, PTO Action Steps: 1. PTO will keep Class Dojo Cart stocked with incentives. 2. Recruit volunteers to run the Dojo Cart every two weeks. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide more enrichment after-school opportunities for students (coding club, Name that Book, sports, Art Club, orchestra with Westside High NHS/Orchestra, etc.). Strategy's Expected Result/Impact: Motivate students to engage in positive behavior so they can participate in after-school activities and a decrease in disciplinary incidents from students involved in these after school activities. Staff Responsible for Monitoring: Classroom teachers, Administration team Action Steps: Arrange for various after-school opportunities available for students. Title I: 2.5, 2.6 Funding Sources: Extra Duty Pay for After-school Activities - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2: For the 2022-23 school year, 100% of our students with repetitive discipline incidents will meet with an administrator, counselor, and/or Project Class social worker to discuss progress and reinforce social skills at least 1-2 times every grading cycle.

Evaluation Data Sources: Discipline entries in HISDConnect and conference sign in logs.

Strategy 1 Details	Reviews			
Strategy 1: The students with repeated disciplinary referrals will be referred for Project Class small group counseling or small group/individual counseling with the counselor. Strategy's Expected Result/Impact: The number of discipline incidents for each of these students will decrease. Staff Responsible for Monitoring: All administrators; SAC committee, classroom teachers, Project Class social workers Action Steps: Referral procedures for Project Class social worker established. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students with repeated discipline referrals will be identified to participate in the Lunch Bunch Mentoring program with trained volunteer mentors. Strategy's Expected Result/Impact: Over the course of the school year, the Lunch Bunch will help promote positive decision-making and healthy relationships. Staff Responsible for Monitoring: Reading Interventionist, Counselor, Admin team Action Steps: 1. Based on the number of student slots available, provide a list of potential students for Lunch Bunch (1:4 ratio). 2. Provide space for Lunch Bunch to meet on a weekly basis. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 5th grade boys with repeated discipline referrals will be identified to participate in a weekly mentoring group with Think Y. Strategy's Expected Result/Impact: Decrease in repeated referrals from identified 5th grade boys who participate in mentoring group. Staff Responsible for Monitoring: Wraparound Specialist, Counselor, Admin Team Action Steps: Schedule weekly time for mentor meetings, identify 5th grade boys who would benefit from the program. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

For the 2022-23 school year, the focus will be on student health, safety, and well-being.





Strategic Priorities:

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

Measurable Objective 1: For the 2022-23 school year, 100% of the faculty and staff will follow all HISD safety and security guidelines.

Evaluation Data Sources: Agendas for Faculty meetings, admin meetings, SDMC meetings

Strategy 1 Details	Reviews			
Strategy 1: Monthly safety meetings will be held to discuss any safety and security concerns and to discuss any adjustments needed from any recent emergency drills. Strategy's Expected Result/Impact: Increase in awareness of safety and security concerns school-wide as needed. Staff Responsible for Monitoring: Safety committee led by the Safety Captain. Action Steps: Schedule monthly meetings, create platform for staff members to be able to raise any safety and security concerns, and distribute minutes from meetings to faculty and staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers, counselor, SEL Liaison, and Project Class social workers will collaborate to deliver whole class SEL lessons. Teachers will refer students in need of small group and/or individual counseling sessions. Strategy's Expected Result/Impact: Students' social and emotional well-being needs are being met. Staff Responsible for Monitoring: Counselor, Classroom teachers, Project Class social worker, SEL Liaison, Administration team Action Steps: 1. Teachers will refer students for counseling and will also submit SAFs as needed for other non-academic needs and concerns. 2. For needs that may be beyond the scope of school, counselor and wraparound specialist will collaborate with the parents/guardians to find community resources available to provide support. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All faculty and staff will be trained on student concerns related to drug, tobacco, alcohol, bullying, child abuse, and sexual abuse, and student safety through HISD Compliance Courses. Strategy's Expected Result/Impact: Increase staff knowledge and awareness of various factors that may impact our students. Staff Responsible for Monitoring: Principal Action Steps: 1. Provide some time during preservice to complete compliance training. 2. Send reminder emails to staff members to ensure compliance by deadline. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

For the 2022-23 school year, our third through fifth grade students receiving special education services will increase their STAAR reading scaled scores as compared to their scores from last year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Special Education students will show progress in reading from BOY to EOY as measured by Ren 360.

Evaluation Data Sources: Ren 360 tiered reports from BOY, MOY, EOY, and progress monitoring. BOY, MOY, and EOY BRR.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: General education and the special education teachers will use research-based intervention programs such as Really Great Reading, Reading Mastery, and Corrective Reading for Tier 3 students consistently.

Strategy's Expected Result/Impact: Students will move out of the "Urgent Intervention" category.

Staff Responsible for Monitoring: Teachers, administrators, Reading Interventionists, contract tutors

Action Steps: 1. Provide training for RGR, Reading Mastery, Corrective Reading.
2. Schedule consistent opportunities to implement intervention with identified students.

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

Strategy 2 Details	Reviews			
<p>Strategy 2: General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.</p> <p>Strategy's Expected Result/Impact: SPED students will receive instruction based on their IEPs and are equipped with accommodations and supplemental aids to maximize chances for success.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Reading Interventionist, Resource Teacher</p> <p>Action Steps: 1. Ensure general education teachers have copies of each student's IEPs. 2. Provide opportunities for resource and general education teachers to plan. 3. Discuss various accommodations/supplemental aids available for students and pinpoint most effective ones suited for individual students early in the year.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and interventionists will provide after-school HB4545 tutoring for students. In the spring, students will be offered Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students receiving HB4545 tutoring will improve performance on formative common assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists</p> <p>Action Steps: 1. Identify and schedule students for HB 4545 accelerated tutoring after school. 2. Gather parent permission.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra duty pay for after-school tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS

For the 2022-23 school year, students identified in special populations group will meet the math progress target.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: For the 2022-23 school year, all students will increase from 45% to 46% and non-continuously enrolled students will increase from 40% - 45% in order to meet the progress target in Math.

Evaluation Data Sources: Classroom grouping, Assessment data, PLC agendas, Intervention Department data, and STAAR scores

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure that all struggling students are being pulled for Tier 2/3 and HB4545 interventions on a regular basis and are being progress monitored on formative common assessments.

Strategy's Expected Result/Impact: Increase in student performance on formative common assessments.

Staff Responsible for Monitoring: Classroom teachers, Interventionists, and Administration team.

Action Steps: Teachers and admin will use BOY data, HB4545 data, and ITR to group students and ensure that they are getting the appropriate minutes of interventions each week. The teachers will also progress monitor these students to ensure that the intervention is working or make adjustments as needed to intervention.

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

Strategy 2 Details	Reviews			
Strategy 2: Teachers will strengthen Tier 1 instruction by increasing the use of high-yielding, impactful instructional strategies (Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc.). Strategy's Expected Result/Impact: Increase engagement and the use of high-yielding instructional strategies will increase the level of student mastery during first-time instruction. Staff Responsible for Monitoring: Classroom Teachers, Administrators Action Steps: 1. Use Lead4ward instructional playlist, structured conversation opportunities, interactive journals, whole body learning, etc. 2. Classroom teachers notify administrators of any resources they may need to strengthen Tier 1 instruction. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will establish routines and procedures to routinely use manipulatives to represent mathematical concepts from concrete, pictorial, to abstract to strengthen Tier 1 instruction. Strategy's Expected Result/Impact: Increase students' conceptual math understanding thereby increasing student performance on formative common assessments. Staff Responsible for Monitoring: Classroom Teachers, Math Interventionist Action Steps: 1. Provide access to math manipulatives. 2. Provide coaching as needed from Math Interventionist. 3. Utilize math department as a resource, as needed. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

For the 2022 - 2023 school year, we will continue to increase opportunities for parents and community members to be engaged in our school environment.





Strategic Priorities:

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

Measurable Objective 1: For the 2022-23 school year, there will be an increase in the number of opportunities for parents and community members to be engaged in school activities.

Evaluation Data Sources: Minutes of meetings, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Creation of a Wraparound Room (RAK - Random Acts of Kindness) as a resource for parents to help meet a variety of needs (physical needs, parenting classes, ESL classes, etc.) Strategy's Expected Result/Impact: Increase access to resources for parents and increase parents' confidence for getting involved at school. Staff Responsible for Monitoring: Wraparound Specialist, Administration Team Action Steps: 1. Provide room/time for RAK to create the resource room. 2. Secure information about provision of ESL classes, parenting classes, and publicize to parents. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with Literacy Now to host 2 interactive Parent Engagement Workshops to provide/model activities that parents can use at home to develop their child's literacy skills. Strategy's Expected Result/Impact: Provide parents tools and information to continue developing literacy skills at home. Staff Responsible for Monitoring: Reading Interventionist, Admin team Action Steps: Work with Literacy Now to schedule and organize workshops. Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Principal holds monthly meeting with PTO Board to discuss upcoming events and parent and community concerns. Strategy's Expected Result/Impact: Increase communication between principal and PTO Board. Staff Responsible for Monitoring: Principal, PTO Board Action Steps: Schedule and hold monthly meetings. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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: For the 2022-23 school year, data entry and state reporting requirements will be completed for immunizations, vision screening, hearing screening, Type 2 Diabetes, Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Immunization data entry and state reporting

Strategy 1 Details	Reviews			
Strategy 1: Nurse will complete data entry and state reporting requirements for immunizations. Nurse will collect records at the time of registration and will follow up with any students who do not provide immunization records at the time of registration. Nurse will also check Immtrac and send home letters to parents of students whose records have not been provided. Strategy's Expected Result/Impact: 100% in compliance with data entry and state reporting requirements by October 22, 2022. Staff Responsible for Monitoring: Nurse Action Steps: 1. Make copies of immunization records at the time of registration. 2. Notify parents via email, call, etc. 3. Have a clerk trained to help Nurse with data entry.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Nurse will complete vision, hearing, and Type 2 Diabetes screening. Strategy's Expected Result/Impact: VISION SCREENING at Grades PK, K, 1, 3, 5 HEARING SCREENING at Grades PK, K, 1, 3, 5 Staff Responsible for Monitoring: Nurse Action Steps: 1. Schedule time on school calendar to conduct vision and hearing screenings for the designated grade levels before December 10, 2022. 2. Conduct screenings. Make referrals if needed and follow up as needed.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Nurse will collect all needed documents and follow all guidelines with medication administration as well as conduct AED Maintenance Checks.</p> <p>Strategy's Expected Result/Impact: All students requiring medication administration during the school day including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis. All AED machines will be operational at all times.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: 1. Schedule times for medication administration. 2. Schedule monthly times for AED Maintenance Checks throughout the year.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

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

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Daily Elementary 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.

Evaluation Data Sources: Physical Fitness Tests

Strategy 1 Details	Reviews			
Strategy 1: Daily Elementary will offer an after-school sports activity throughout the year. Strategy's Expected Result/Impact: Physical Fitness tests will reflect students who are more fit. Staff Responsible for Monitoring: PE Teacher Action Steps: 1. Organize after-school physical activity. 2. Assess students for physical fitness as a baseline. 3. Assess students for physical fitness at the end of the year. Title I: 2.5, 2.6 Funding Sources: Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Sharing Parents Institute newsletter which includes information on the importance of physical and mental health. Strategy's Expected Result/Impact: More informed parents regarding physical, nutritional, and mental health so they can make more informed choices for their students. Staff Responsible for Monitoring: Principal Action Steps: 1. Renew Parents Institute newsletter. 2. Share in Daily News. Title I: 4.2 Funding Sources: License for Parents Institute - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Wraparound Specialist will coordinate Backpack Buddies with the Houston Food Bank to provide nutritious options for students and families in need of additional support. Strategy's Expected Result/Impact: Increased likelihood for families to provide more nutritious meals for their students. Staff Responsible for Monitoring: Wraparound Specialist Action Steps: 1. Wraparound Specialist submits request for Backpack Buddies. 2. Principal completes verification form. 3. Wraparound Specialist works with teachers to help identify students in need. 4. Wraparound Specialist establishes routines to distribute backpacks of food to identified students throughout the year. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	2	General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.
5	4	1	2	General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	2	General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.
5	4	1	2	General education teachers and SPED teachers will plan together to ensure that all students receive TEKS-based lesson plans that directly correlate to students' reading IEPs and that students have the necessary accommodations and tools needed at the beginning of the year so they are routinely and consistently used in everyday instruction.

State Compensatory

Budget for 396 Daily Elementary School

Total SCE Funds: \$114,625.71

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State compensatory funds are used to fund our Math Interventionist and one 10M Teacher Assistant. Funds have also been used to purchase school supplies for students without them, supplies for use in classrooms and with interventionists.

Personnel for 396 Daily Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Sarreal	Tchr, Intervention(Genrl)	1
Brittany Hunter	Teaching Assistant - 10M	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the administrative team at Daily Elementary. Based on our STAAR scores, we need to strengthen our Tier 1 instruction in order to improve Domain 1 scores. Although this past year showed that we can "grow" students from where they are, we need to work on having more of our students attain the Meets standard. Since the STAAR redesign will require students to write short and extended answer responses in all tested subjects, we also need to incorporate similar writing opportunities across all subject areas on a daily basis. In addition, we also need to ensure our students are familiar with taking online assessments by having them take online assessments throughout the year. One concern teachers brought to our attention at the end of last year was the need for a school-wide discipline plan. In response, we are implementing Project Class, a social skills curriculum, that allows all staff members to have a common language and streamlines behavioral expectations across all grades. The other request made by staff and parents is the need to offer more extracurricular opportunities for our students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: SIP was shared and reviewed at a faculty meeting and also with the SDMC.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Monitoring will be completed through PLCs and SDMC meetings.

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

The SIP is available to parents in the following locations: Website, Presented to SDMC

The SIP was made available to parents by: Presented to SDMC; Available on website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- HB4545 - All students who did not meet the passing standard on Math and/or Reading STAAR assessments last year will receive 30 hours of accelerated instruction in math and/or reading during the 22-23 school year in a small group setting.
- All 4th Grade students who did not meet the passing standard on Math and/or Reading STAAR assessments last year will have an Accelerated Learning Committee meeting with one parent to discuss the plan to bring the student to grade-level.
- Identified Tier 3 students in K, 1st, and 2nd grades will receive additional reading intervention through Literacy Now four times/week.
- Students will be invited to after-school tutorials beginning in the fall. Saturday tutorials will begin in the spring.
- Intervention blocks have been added for each grade level. During this designated time, interventionists, teachers, and teacher assistants will provide consistent intervention. Students will also use Imagine Learning, Imagine Math, and FRECKLE during this intervention time.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- HB4545 - All students who did not meet the passing standard on Math and/or Reading STAAR assessments last year will receive 30 hours of accelerated instruction in math and/or reading during the 2022-23 school year.
- Students will be invited to after-school tutorials for increased learning time. Saturday tutorials will begin in the spring.
- Implementation of Project Class Social Skills Curriculum.
- Increase in enrichment after-school opportunities for students.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Professional development on research-based reading resources such as Really Great Reading
- Strengthen Tier 1 instruction in all content areas by increasing engagement using Lead4ward Instructional Playlist, Kagan strategies, structured conversation opportunities, whole body learning, academic vocabulary, sentence stems, etc.
- Small Group Instruction based on student data needs: Use of data for flexible grouping

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Progress on SIP will be evaluated every quarter. During the summer, we will evaluate the schoolwide plan and make adjustments for the upcoming school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Yesmar Gomez
- Admin - Angelina Steward
- Staff - Karina Pena

The languages in which the PFE was distributed include

- English

Five strategies to increase Parent and Family Engagement include:

- Wraparound Council
- Wraparound Resource Room (RAK)
- Weekly Newsletter
- SAF Resources
- School-wide family/community activities

4.2: Offer flexible number of parent involvement meetings

The campus will provide a minimum of four Title I Parent Meetings:

- Meet the Teacher
- Parents' Night
- Curriculum Night
- Parent Engagement Workshops (collaboration with Literacy Now)

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlotte Caligone	Interventionist (Rdg)-Titl 1		1
Cynthia Mancha	ESSER Interventionist		1
Lilian Morales	Teaching Assistant 10M (ESSER)	PreK	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Cindy Tiet	Principal
Non-classroom Professional	Cynthia Mancha	Interventionist
Non-classroom Professional	Eric Rosar	PE Teacher
Classroom Teacher	Almira Perales	Teacher
Classroom Teacher	Tram Chau	Teacher
Classroom Teacher	Kirsten Daramsis	Teacher
Classroom Teacher	Patricia DelaGarza	Teacher
Paraprofessional	Leslie Jaramillo	Clerk
Classroom Teacher	Reneesha Simpson	Special Education Teacher
Community Representative	Irv White	Community Member
Parent	Yesmar Gomez	Parent
Business Representative	Ehab Ahmed	Business Representative

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	HISD Problem Solving Journals	6300 - Supplies and Materials	\$4,800.00
5	1	1	3	Incentives	6300 - Supplies and Materials	\$2,000.00
5	8	1	1	Extra Duty Pay	6100 - Payroll	\$2,000.00
5	8	1	2	License for Parents Institute	6200 - Contracted Services	\$300.00
Sub-Total						\$9,100.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Freckle Math and Reading License	6200 - Contracted Services	\$11,520.00
Sub-Total						\$11,520.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Contract with Literacy Now	6200 - Contracted Services	\$37,000.00
1	1	2	1	Extra Duty Pay	6100 - Payroll	\$5,000.00
1	1	3	2	Extra duty pay for after-school tutoring	6100 - Payroll	\$5,000.00
2	1	2	1	Extra Duty Pay	6100 - Payroll	\$5,000.00
2	1	3	2	Extra duty pay for after-school tutoring	6100 - Payroll	\$20,000.00
4	1	1	3	Extra duty pay for after-school tutoring	6100 - Payroll	\$5,000.00
5	2	1	1	Project Class	6200 - Contracted Services	\$12,000.00
5	4	1	3	Extra duty pay for after-school tutoring	6100 - Payroll	\$5,000.00
Sub-Total						\$94,000.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	1	Interventionist	6100 - Payroll	\$61,500.00
1	1	3	1	Contract Tutors	6200 - Contracted Services	\$25,000.00
5	2	1	3	Extra Duty Pay for After-school Activities	6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$96,500.00

Addendums

2022-2023

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....

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

SPECIAL REVENUE FUNDING GOALS, continued

- 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

SPECIAL REVENUE FUNDING GOALS, 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).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

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....

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



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 **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 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., K-4 – 20:1; grade 5– 26:1; grades 6–8 – 28:1 or class load of 168 students; grades 9–12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

2022-2023 Professional Development Plan

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
August 8	In Person	State of the Schools, Policies/Procedures	2022 data; Faculty & Staff Handbook	All Board Goals
August 9-12	Virtual/ In Person	HB3 Reading Academy, Canvas Boot Camp 1 and 2; District-wide PD on district resources (Guided reading, Really Great Reading, etc.)	Canvas, District Resources	All Board Goals
August 16	In Person	Instruction Expectations for Math and Reading; Vertical Planning, IAT Process, 504, ARD, GT, Attendance Plan	District Resources	All Board Goals
August 17	In Person	Project Class Training at Houston Achievement Place	Project Class resources	Board Goal 5
August 18	In Person	T-TESS Training, STAAR Redesign, Grade level Meetings	District Resources Lead4Ward	All Board Goals
August 19	In Person	SEL Training, Safety Meeting, Compliance Training	Counseling Resources, Safety/Security Resources	Board Goal 5
October 4	In Person	T-TESS Deep Dive with Teachers on Domain 2: Instruction; IAT Documentation; STAAR Redesign	T-TESS Resources; Lead4Ward Resources	All Board Goals
January 6	In Person	T-TESS Deep Dive with Teachers on Domain 4: Professional Practices and Responsibilities; MOY Data Dig with Formative Common Assessments	T-TESS Resources; OnTrack; District Resources	All Board Goals
February 20	In Person	Rockin' Review and Backwards Planning	Lead4Ward; District Resources	All Board Goals