

# **Houston Independent School District**

## **128 Lyons Elementary School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

Lyons Elementary's mission is to provide a student centered education that allows diverse learners the opportunity to achieve excellence in all areas of their lives.

## Vision

We envision a safe and positive learning environment where all our students, staff and faculty strive for academic excellence. Our goal is for our students to become lifelong learners with high critical thinking and problem solving skills that will enable them to compete and be successful in a global society.

## Core Beliefs

Our belief is that excellence comes from implementing and delivering effective campus-wide instructional practices that include learning expectations for teachers and students. A good instructional foundation consists of a well-managed classroom with high academic and behavioral expectations. By setting these expectations, our students and teachers are given the opportunity to interact positively with their peers and demonstrate student understanding through rigorous classroom data driven lessons and collaborative Professional Learning Communities.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problems of Practice	13
Comprehensive Needs Assessment Data Documentation	14
Board Goals	17
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.	18
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.	25
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.	31
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.	40
Board Goal 5: N/A - Additional Campus Goals	46
State Compensatory	80
Budget for 128 Lyons Elementary School	81
Personnel for 128 Lyons Elementary School	81
Title I	81
1. Comprehensive Needs Assessment (CNA)	82
1.1: Comprehensive Needs Assessment	82
2. Campus Improvement Plan	82
2.1: Campus Improvement Plan developed with appropriate stakeholders	82
2.2: Regular monitoring and revision	82
2.3: Available to parents and community in an understandable format and language	82
2.4: Opportunities for all children to meet State standards	83
2.5: Increased learning time and well-rounded education	83
2.6: Address needs of all students, particularly at-risk	83
3. Annual Evaluation	83
3.1: Annually evaluate the schoolwide plan	83
4. Parent and Family Engagement (PFE)	83
4.1: Develop and distribute Parent and Family Engagement Policy	83
4.2: Offer flexible number of parent involvement meetings	84
5. Targeted Assistance Schools Only	84
Title I Personnel	84
Campus Administrator	85
Site-Based Decision Making Committee	86
Campus Funding Summary	87



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lyons Elementary School is a northside area, neighborhood school, opened January of 1993. Lyons sits in a predominantly Hispanic community and services the learning needs of students from PreK - 5th Grade, as well as a Special Education Skills for Living and Learning (SLL) and Early Childhood Special Education (ECSE). 2022-2023 student enrollment is 869. Student-Staff teacher averages at 1-to-20. Lyons' Hispanic student population is 95.74% (832), 2.3% (20)% African American and 1.96% (17) White. The GT population is 8.63% (15). Lyons is located in a low-income area and is identified as a Title I campus with a 65.93% (573) At-Risk percent student population. Other At-Risk categories include 48.33% (420) Emergent Bilingual population, 8.17% (71) Special Education, 4.68% (39) Section 504, 3.34% (29) Dyslexia, 95.86% (833) Eco Disadvantage, and 3.11% (27) Homeless. Lyons has 602 students with two- or -more Risk indicators for Early Warning Indicators (311 at 2 indicators, 169 at 3 indicators, 65 at 4 indicators, 34 at 5 indicators, 16 at 6 indicators, 6 at 7 indicators, and 1 with 8 indicators). The common risk areas are the following categories: 140# Excessive Absences, 86# Overage for Grade, 70# Retained, 155# Title I, 86# failed 1 or both STAAR assessments, 138# performed below expectations on TELPAS. The At-Risk students number almost evenly male (420) to female (411).

### Demographics Strengths

The Lyons community is comprised of single-family homes, and a stable, less transient student population. Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum. Lyons ES makes great efforts to include students, families and community members by planning and executing opportunities for families to participate in on-campus events. Lyons has planned year-round events to increase community participation with varied on-campus events such as Literacy and Math night, Science Night, GT Expo, Health Fair, Grandparent's Day, Thanksgiving luncheon, and monthly in-person Coffee with the Principal meetings. Grant writing and out-of-the box resources are sought out to fund after-school student enrichment opportunities, G.R.E.A.T. Reading programs, Name-That-Book, computer coding, Spelling Bee club, Math Number Sense, and Athletics.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled" and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 2 (Prioritized):** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 4 (Prioritized):** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 5 (Prioritized):** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

**Problem of Practice 6 (Prioritized):** Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. **Root Cause:** Student Social and Emotional Learning opportunities should consistent.

# Student Learning

## Student Learning Summary

Campus academic data, for the 2021-2022, school year was obtained from triangulating data from DLA/Snapshot data, classroom grades, Running Records/RAZ, REN360, and ELD/TELPAS Snapshots, to capture student learning progress.. 2021-2022 EOY Pre-K Circle assessments in Reading English 81% proficiency, Math English 94% proficiency and Reading Bi-lingual 70% proficiency and Math Spanish 58% proficiency. Lyons has 326 students listed on an Early Reading indicator as at risk, from grade levels Kindergarten to 2nd Grade. 2022 EOY of Running Record BRR, Lyons has 51% of the third-grade students independent reading levels at Meeting Expectations level or above, and 56% of its bilingual students have reached Meeting Expectations levels or above. High Frequency passing rates for 1st and second grade, English and Bi-lingual are at a 86.49% passing rate. Renaissance 360 Reading EOY data achievement rates combined "At/Above level above" and "On Watch" are: 1<sup>st</sup> grade 68%, 2<sup>nd</sup> grade 50%, 3<sup>rd</sup> grade 72%, 4<sup>th</sup> grade 80% and 5<sup>th</sup> grade 78%. Renaissance 360 Math EOY data achievement rates combined "At/Above level above" and "On Watch" are: 1<sup>st</sup> grade N/A, 2<sup>nd</sup> grade 67%, 3<sup>rd</sup> grade 76%, 4<sup>th</sup> grade 85% and 5<sup>th</sup> grade 78%.

Lyons educational campus goals for increasing student capacity in meeting Meets and Masters on the upcoming Spring 2023 STAAR, in Reading Language Arts (RLA), Math and Science include matching the board goals of 8% increase in the overall student achievement performance levels through SY 2024. 2022 STAAR state assessment Meets and Masters level total are: Reading 49%, Math 45%, and Science 44%. Lyons earned a distinction in Science. 2022 STAAR state assessment Meets and Masters level total are: Reading 49%, Math 45%, and Science 44%. TEA 2021 Accountability Ratings indicates Lyons met the following targets for Reading: All students 49%, Hispanic students 50%, Economic Disadvantaged 48%, EB/EL (Current and Monitored) met in Reading 44%, Special Education met its goals in Reading 26%, and Continuously Enrolled 51%.

Campus goals in RLA are the percentage of 3rd-5th RLA teachers will increase our meets and masters level from 49% to 52% an increase of 3%, on the STAAR reading assessment. In support to meet the campus goal, 100% of Pre-K through 5th RLA teachers will follow the Tier 1 Reading literacy block and daily program with fidelity to support the mastery of reading TEKS. By the end of the 2022-2023 school year, 100% of all K through 3rd grade RLA teachers will complete and implement HB 3 Reading Academies strategies to increase student literacy achievement in reading fluency and comprehension. By the end of 2022-2023 SY, the percentage of 1st-2nd grade students who meet HFWE expectations will increase from BOY to EOY assessment by 10%.

In math, by the end of the 2022-2023 school year Lyons will increase the number of students achieving the meets and masters level from 45% to 48%. Teachers at all grade levels will facilitate math lessons following the 5E model that supports the understanding of math TEKS, for in-depth instructional delivery. In Science, by the end of the 2022-2023 school year, Lyons will increase the number of students performing at the Meets and Masters performance level 3% from 44% to 47%. To support meeting this goal, 100% of Science teachers who teach 2nd - 5th grade Science will attend content professional Development opportunities provided by campus and district to build their instructional skill set, and will also assess students during progress monitoring periods, to support and ensure student science performance is progressing to meet the Board Goal level of 47% of students achieving meets and masters performance levels.

TEA 2021 Accountability Ratings indicates Lyons met the following targets for Math: Hispanic 45%, Economically Disadvantaged 44%, EB/ EL (Current and Monitored) 48%, and Continuously Enrolled 47%. Overall student academic growth scores are 81% in Reading and 83% in Math. Overall Student Achievement Success equaled 47%. TELPAS progress rates scores equaled 55%. Achievement composite scores in all categories: Beginning 33%, Intermediate 31%, Advanced 26%, and Advanced High is 13%. Lyons campus goals in closing the gaps includes, the percentage of students receiving special education services will be reading at the At or Above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading assessments and will increase 3% percentage points from 26% in spring 2022 to 29% in spring 2023. Special Education students will increase their Math achievement score 3% to increase from 21% Meets and Masters to 24% achievement in Meets and Masters. To achieve these goals, Special Education Teacher will review student data to determine baseline levels of student performance to create obtainable student goals in Reading and Math, working towards Meets and Masters achievement levels. 100% of Special Education Teachers will support Special Education students following the Co-Teaching model, and 100% of Special Education Teachers will attend Department PLCs to review student data and review STAAR goal progress.

The 2022-2023 school year Action Plan is designed to increase student achievement levels of success by implementing the following: Student programs include an aggressive intervention and tutorial plan that includes two non-negotiable Tier 2 and Tier 3 Intervention periods totaling 60 minutes per day, supported by campus hourly lecturers, and enrichment teachers adding Intervention blocks during their open periods. Campus admin instructional walks and tight minute-by-minute daily schedule maximizes the quantity and quality of Tier 1 instruction. Good Tier 1 instruction includes the use of sheltered instruction best-practices for the Emergent Bilingual and special population student populations, the

use of Guided Reading and Guided Math instructional strategies, the use of data-driven resources and tools such as HISD OnTrack, Lead4Ward–Field Guides and Heat Maps, student/teacher math/reading/writing conferencing, HISD and in-house professional development opportunities, including the HB3 Reading and the HB3 Math academies, support improved teacher skill set to better meet student learning needs. Students achievement deficits are supported through the HB4545 Accelerated Learning practices in Reading and in Math, Science and ESL/EDL content blocks are taught with fidelity. An increased focus will be on overall student achievement in grades 3<sup>rd</sup> through 5<sup>th</sup> grade and all content areas. Renaissance 360 district screeners help target and group students that are in the “Intervention” and “Urgent Intervention” achievement levels, for Tier 2 and Tier 3 intervention levels. Campus RtI and IAT models support teachers with prescribed strategies and most effective student interventions. Weekly PLC facilitation includes teacher coaching and modeling, effective lesson planning, intervention team guidance. Students that require additional education services are serviced by trained and dedicated personnel that offer Special Education and 504/dyslexia services. Student attendance is monitored by support staff and follow-up wellness check calls are made for students that are not present at ADA Attendance time. To meet the needs of students that are mastering grade-level objectives, classroom teachers utilize student needs assessment and interest surveys to target those who are GT students participate in the Genius Power Hour.

### Student Learning Strengths

The 2022-2023 school year Action Plan is designed to increase student achievement levels of success by implementing the following: 2-non-negotiable Tier 2 and Tier 3 Intervention periods totaling 60 minutes per day; the use of guided Reading and Guided Math instructional strategies; the use of data-driven resources and tools such as HISD OnTrack, Lead4Ward–Field Guides and Heat Maps, student/teacher math/reading/writing conferencing; and HISD and in-house professional development opportunities. Teachers utilize data to target students who are meeting grade-level objective mastery, those that have the potential to reach Meets and Masters achievement levels, and target students with learning difficulties. Campus intervention initiatives include meeting every 3<sup>rd</sup> week of the month to review students who have RtI entries; and an IAT process to support teachers with prescribed strategies and intervention. Expanded intervention sessions include support from campus hourly lecturers, and enrichment core teachers to support tier-2 and Tier-3 students, which enables the classroom teacher to maximize instructional time and the quality of Tier 1 instruction. Weekly PLC facilitation includes following the “See It, Name It, Do It” protocol, effective lesson planning, intervention team guidance. Students that require additional education services are serviced by trained and dedicated personnel that offer Special Education and 504/dyslexia services and ensure accommodation plans are followed. Student attendance is monitored by support staff and follow-up wellness check calls are made for students that are not present at ADA Attendance time.

Lyons intervention campus plan includes intervention teachers, paid for by Esser Funds. Hourly Lecturers and Teacher Aides are scheduled to provide intervention support to the different grade levels to meet district-screening goals. Sheltered instruction anchor charts are posted in the hallways and classrooms to encourage scaffolded, student-centered communal learning opportunities and equity of voice.

### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Problem of Practice 2 (Prioritized):** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 3 (Prioritized):** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled" and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 4 (Prioritized):** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic



strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5 (Prioritized):** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 6 (Prioritized):** Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. **Root Cause:** Student Social and Emotional Learning opportunities should consistent.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment at Lyons Elementary are guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Houston ISD Scope and Sequence, and the Houston ISD Unit Plans. District Progress Screening Assessments, campus-based assessments, balanced literacy including the Really Great Reading for K-5<sup>th</sup> grade (Phonics instruction is be part of the Literacy Block) and Guided Reading for Reading/Writing and Guided Math Workshop are all critical components to Lyons's programs and processes. Additionally, Lyons offers Dyslexia services to all students identified with Dyslexia. Lyons Elementary also uses Sheltered Instruction strategies to support our Emergent Bilingual students, across all content areas. All assessments and programs used assist in teaching the depth and complexity of the TEKS. Assessments across grade levels include campus benchmark assessments, Interim Assessments, Benchmark Running Records-Fountas and Pinnell and RAZ, Ren360 for Math, Reading, and Early Literacy, PK-Circle, High Frequency Word Evaluation, Texas KEA, TELPAS, STAAR, and grade level common assessments.

Lyons Elementary does not have a magnet program, but an established systems and routines has ensured high achievement school and student success. Lyons strives to meet the needs of the "Whole Child" and has an established system of multi-tiered support that includes bi-monthly "Student and the Center" meetings scheduled by the campus Wrap-Around Specialist, and includes campus administrators, on-campus Nurse, School counselor, Parent Engagement Representative, Special Education Teachers, and Multi-lingual Representative and the 504 Coordinator. Lyons also has an assigned campus Social and Emotional Representative who takes the lead in surveying the 3<sup>rd</sup> to 5<sup>th</sup> grade students to communicate their opinions of the campus response to their needs. Although Lyons is a CHAMPS campus, we have also partnered with Project CLASS to provide a campus-wide system of behavior prevention education.

The 2022-2023 school year Action Plan is designed to increase student achievement levels of success by implementing the following: Student programs include an aggressive intervention and tutorial plan that includes two non-negotiable Tier 2 and Tier 3 Intervention periods totaling 60 minutes per day, supported by campus hourly lecturers, and enrichment teachers adding Intervention blocks during their open periods. Campus admin instructional walks and tight minute-by-minute daily schedule maximizes the quantity and quality of Tier 1 instruction. Good Tier 1 instruction includes the use of sheltered instruction best-practices for the Emergent Bilingual and special population student populations, the use of Guided Reading and Guided Math instructional strategies, the use of data-driven resources and tools such as HISD OnTrack, Lead4Ward-Field Guides and Heat Maps, student/teacher math/reading/writing conferencing, HISD and in-house professional development opportunities, including the HB3 Reading and the HB3 Math academies, support improved teacher skill set to better meet student learning needs. Students achievement deficits are supported through the HB4545 Accelerated Learning practices in Reading and in Math, Science and ESL/EDL content blocks are taught with fidelity. An increased focus will be on overall student achievement in grades 3<sup>rd</sup> through 5<sup>th</sup> grade and all content areas. Renaissance 360 district screeners help target and group students that are in the "Intervention" and "Urgent Intervention" achievement levels, for Tier 2 and Tier 3 intervention levels. Campus Rtl and IAT models support teachers with prescribed strategies and most effective student interventions. Weekly PLC facilitation includes teacher coaching and modeling, effective lesson planning, intervention team guidance. Students that require additional education services are serviced by trained and dedicated personnel that offer Special Education and 504/dyslexia services. Student attendance is monitored by support staff and follow-up wellness check calls are made for students that are not present at ADA Attendance time. To meet the needs of students that are mastering grade-level objectives, classroom teachers utilize student needs assessment and interest surveys to target those who are GT students participate in the Genius Power Hour.

Lyons has implemented campus safety protocols to respond student needs due to the COVID19 pandemic and will continue to be follow the 2022-2023 Back to School "Smart Start" plan. Trends at our campus includes a decline in student enrollment from 1007# during the 2016-2017 SY to 869# during the 2022-2023. Campus attendance percentages have declined from 98.2% during the 2019-2020 SY to 92.91% during the 2021-2022 SY. Campus response to these trends have included monitored student attendance by support staff who follow-up with wellness-check calls, and home-visits if necessary. Student enrollment opportunities are posted on our campus social media outlets and website and posting of invitations to enroll are visible in highly frequented community outlets. To meet the needs of incoming students no longer requiring bi-lingual instruction, current campus teachers are being re-assigned from a bi-lingual to an ESL or English classroom setting. Increased student attendance and participation programs include participation incentives, parent phone calls and wellness checks, recorded call-outs to families, including texts and emails, a Wrap-Around specialist who tracks at-risk students and communicates with the parents to provide needed services, if needed and completes home visits.

Weekly Grade level PLC's are held weekly with the Content Leads. and follows the "See It, Name It, Do It" protocol. A weekly agenda is created to focus meetings discussions to instructional lesson planning and curriculum documents, planning tools, peer-teacher dialogues to discuss successes and challenges. Teachers also review formative assessment design, data review of common assessments, Universal Screenings, IXL, Running Records, Accelerated Reading, and other assessments to analyze and track student progress,

determine if there are learning misunderstandings, strategic instructional planning and intervention strategies. Grade levels have common daily planning times that meet once a week.

Students who are not demonstrating expected progress are monitored either as prescribed by the intervention or at six-week intervals, depending on the needs of the student. The RTI committee meetings are held monthly for both academics and behavior and are held during professional learning time/community meetings. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the IAT/RTI Liaison and are attended by the grade level teachers and designated math or reading interventionists. Lyons utilizes Campus Wide Intervention Periods for the majority of interventions to include HB4545 Accelerated Learning. In addition, extended learning continues through After School Tutoring and Saturday School.

Lyons has access technology hardware and software. All students, teachers, administrators, and staff members have access to desk top computers, iPads, Smartboards, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. There is a computer lab used for a variety of teaching and learning opportunities. Additionally, there are computers in the library for student and staff use. Students are encouraged to use a variety of programs and apps using iPads and computers. The majority of teachers are accustomed to integrating use of Smart board technology, including document camera, into their daily activities and lessons.

### School Processes & Programs Strengths

Teacher and Staff retention remains high at our campus. Staff or teachers that leave Lyons usually do so due to retirement or job promotion. Staff and para-professional hiring practices include the recruitment of individuals interested in pursuing their personal graduation plan, who transition to campus teachers. Lyons seeks out staff satisfaction surveys and uses the feedback to improve the campus team spirit. Lyons' professional development plan includes Teacher-Peer coaching sessions, visiting content Teacher Development Specialists, and EIR/ Career Pathways Instructional Excellence Coaches. Lyons staffed teachers include multi-certified ESL and Bi-lingual teachers that transition to provide bi-lingual services to meet campus enrollment trends. Professional Development is recommended to teachers as reflected on their success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards.

- Teachers are provided weekly team planning (50-minute sessions).
- Weekly PLC meetings are held on an on-going basis for data analysis, formative assessment creation, extended learning time planning, professional development, etc.
- Integration of technology by teachers and students in the classroom to promote teaching and learning has increased with the support of classroom technology.
- Non-negotiable campus-wide intervention periods so teachers can focus on 60 minute-Tier 2 and 90-minute Tier 3 Instruction.
- Monthly RTI meetings are being utilized successfully with students being monitored, progress discussed, and referrals made when necessary for students struggling academically and behaviorally.
- Safety drills are performed frequently, conducted efficiently, and evaluated for effectiveness.

### Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 2 (Prioritized):** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

**Problem of Practice 3 (Prioritized):** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

# Perceptions

## Perceptions Summary

Lyons Elementary works to create an environment where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families opportunities to communicate with faculty in a variety of ways, including phone calls, emails, Class Dojo, Remind, and social media. As a Title I campus, each year we are obligated to educate the community about the importance of parental engagement in local education. To support families in both English and Spanish speakers, translators are available for parent and community meetings. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We provide opportunities for our wonderful group of parent volunteers to help on projects. Lyons has planned year-round events to increase community participation with varied on-campus events such as Literacy and Math night, Science Night, GT Expo, Health Fair, Grandparent's Day, Thanksgiving luncheon, and monthly in-person Coffee with the Principal meetings. Grant writing and out-of-the box resources are sought out to fund after-school student enrichment opportunities, G.R.E.A.T. Reading programs, Name-That-Book, computer coding, Spelling Bee club, Math Number Sense, and Athletics.

Creating a positive environment and campus culture is very important to our campus. We are very appreciative of our hard-working staff. A weekly communication "Lyons Pawprints" is available on the campus website, and goes out to all campus staff detailing upcoming events and important reminders. Administrators encourage and appreciate staff verbally or with a handwritten note. Staff members nominate and vote for Lyons Employee of the Month, which recognizes a staff member for their contributions that are considered above and beyond. Lyons Elementary implements PBIS and CHAMPS strategies to promote a safe and positive learning environment and school-culture and has partnered with Project CLASS for preventative behavioral education. Expectations are consistently enforced. Positive rewards and praise are given frequently. Lyons promotes character education / SEL curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor and Wrap Around Specialist works to meet the needs of all our students. Our campus counselor provides relevant guidance lessons and counseling to our students and, when necessary, supports their families as well. Lyons Elementary works alongside the Houston Food Bank and participates in the "Backpack Buddy" Program, which provides students in need with food and school supplies.

At Lyons Elementary, we are working very hard to create a community of life-long learners by providing a challenging, safe, nurturing, and respectful learning environment. We encourage individuals to respect and value hard work each day. We believe that together we can provide a safe, school environment where all individuals feel welcomed and respected. Our promise to our community is to serve and support all students as they become creative, independent, and critical thinkers.

Parents, teachers, and students at Lyons Elementary take pride in their school's reputation and the positive culture. There is an expectation of continuous growth and improvement in best instructional practices in order to meet the changing needs of our campus. In addition to focusing on academics, we also devote time to social-emotional learning through the implementation of curriculum from Rethink Ed and Project CLASS. We are committed to keeping students at the center of all actions and decision-making. Providing quality instructional time is a priority on our campus. As such, we strive to minimize interruptions to maximize instructional time.

Teacher and Staff retention remains high at Lyons. Staff or teachers that leave Lyons usually do so due to retirement or job promotion. Staff and para-professional hiring practices include the recruitment of individuals interested in pursuing their personal graduation plan, who transition to campus teachers. Lyons seeks out staff satisfaction surveys and uses the feedback to improve the campus team spirit. Lyons' professional development plan includes Teacher-Peer coaching sessions, visiting content Teacher Development Specialists, and EIR/ Career Pathways Instructional Excellence Coaches. Lyons staffed teachers include multi-certified ESL and Bi-lingual teachers that transition to provide bi-lingual services to meet campus enrollment trends. Professional Development is recommended to teacher's as reflected on their success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards.

## Perceptions Strengths

Lyons ES makes great efforts to include students, families and community members by planning and executing opportunities for families to participate in on-campus events. Lyons has planned year-round events to increase community participation with varied on-campus events such as Literacy and Math night, Science Night, GT Expo, Health Fair, Grandparent's Day, Thanksgiving luncheon, and monthly in-person Coffee with the Principal meetings. Grant writing and out-of-the box resources are sought out to fund after-school student enrichment opportunities, G.R.E.A.T. Reading programs, Name-That-Book, computer coding, Spelling Bee club, Math Number Sense, and Athletics.

- There are a variety of clubs/activities for students to join in order to be involved at school, such as Name that Book, Robotics, Basketball, Soccer, and Band.
- Our campus works with community members to build partnerships that help students.
- Coffee with the Principal monthly meetings provides a forum parents may speak directly to the principal regarding their concerns.
- Lyons promotes VIPS (Volunteers in Public Schools), and encourages all community members to volunteer time, servicing student needs.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

# Priority Problems of Practice

**Problem of Practice 5:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met

**Root Cause 5:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

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

**Problem of Practice 6:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations.

**Root Cause 6:** All campus personnel should be informed of system and routine norms.

**Problem of Practice 6 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem of Practice 3:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively.

**Root Cause 3:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3 Areas:** Student Learning - School Processes & Programs

**Problem of Practice 1:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes.

**Root Cause 1:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Problem of Practice 1 Areas:** Student Learning - School Processes & Programs

**Problem of Practice 2:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps.

**Root Cause 2:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 2 Areas:** Demographics - Student Learning

**Problem of Practice 4:** Special population students designated supports should be available during content instruction.

**Root Cause 4:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

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

**Problem of Practice 7:** Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction.

**Root Cause 7:** Student Social and Emotional Learning opportunities should consistent.

**Problem of Practice 7 Areas:** Demographics - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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 PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



- Action research results

# 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:** ELAR- By the end of the 2022-2023 school year, 3rd-5th RLA teachers will increase our meets and masters level from 49% to 52% an increase of 3% , on the STAAR reading assessment.





**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency

**Measurable Objective 1:** 100% of 3rd through 5th RLA teachers will follow the Tier 1 Reading literacy block and daily program with fidelity to support the mastery of reading TEKS.

**Evaluation Data Sources:** 1. Formal walkthroughs  
2. Formal Observations  
3. Formative assessments  
4. Curriculum Benchmark Evaluation, Circle, TX KEA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of RLA teachers will meet with Reading content lead during weekly PLCs and follow the Name it, See it, and Do it protocol to review unit learning objectives and to ensure the daily RLA lesson is following the district/campus instructional expectations, and provide reading instruction that includes phonics, small group, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students will meet grade level standards through daily exit tickets and 3rd-5th students will meet the campus goal level of 52% of students achieving meets and masters performance levels on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers</p> <p><b>Action Steps:</b> 1. Teacher will meet with RLA content lead to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading. 3. Reading content lead will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, and data review.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 100% of 3rd-5th RLA teachers will provide small group intervention during the Tier 1 Reading literacy block daily to support the district and campus instructional expectations of utilizing the gradual release model. <b>Strategy's Expected Result/Impact:</b> 85% of the students will meet grade level standards. 3rd-5th students will meet the campus goal of 52% of students achieving meets and masters STAAR results <b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers 5. Sylvia Martinez <b>Action Steps:</b> 1. Teachers and students will meet at least once a week for 60 minutes. 2. Teachers will explicitly review/ spiral objectives. 3. Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning. 4. Students will engage in small group instruction.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of 3rd - 5th grade RLA teachers will plan and utilize content-based language instructional practices, to support student articulation of their learning utilizing reading academic vocabulary. <b>Strategy's Expected Result/Impact:</b> Weekly PLC meeting agendas will outline unit-specific instructional strategies and techniques for teachers to identify content-based language instructional practices to address student learning needs and avoid misconceptions. <b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Classroom Teachers 3. Reading interventionist <b>Action Steps:</b> 1 Teachers will identify difficult to teach TEKS 2. Use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments 3. Teachers will identify appropriate content-based instructional strategies to best support the objective.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Measurable Objective 1 Problems of Practice:

### Demographics

**Problem of Practice 1:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled" and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 2:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

### Student Learning

**Problem of Practice 1:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled" and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 4:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**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 2:** 100% of all K through 3rd grade RLA teachers will implement HB 3 Reading Academies strategies to increase student literacy achievement in reading fluency and comprehension.

**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency

**Measurable Objective 1:** 100% K through 3rd RLA teachers will implement Really Great Reading strategies to increase reading performance by building foundation, fluency, and comprehension during Reading Literacy Block.

**Evaluation Data Sources:** 1. Formal Walk throughs

2. Daily reading routines

3. Small group instruction





4. Reading Levels

5 Progress monitoring tools(Ren360, KEA, Circle)

6. BRR assessment

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% K through 3rd grade teachers will develop effective lesson plans that includes Phonics, Word Study, Vocabulary, Fluency, and Comprehension during first instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate mastery in reading content such as phonics and reading levels to help support the campus goal- students achieving meets and masters performance levels on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Literacy Interventionist 3. Classroom Teachers</p> <p><b>Action Steps:</b> 1. Teacher will meet with RLA content lead to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading lesson planning. 3. Teacher will follow the district planning guides, with scaffolded and extended instruction. 4. Student utilizing MyOn Reading</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of K through 3rd grade RLA teachers will assess students after the completion of each unit to ensure students reading performance in fluency and comprehension is progressing to meet the mastery levels.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of the students will meet grade level standards.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Literacy Interventionist 3. Classroom Teachers</p> <p><b>Action Steps:</b> 1. Teacher will meet with RLA content lead to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading lesson planning. 3. Teacher will follow the district planning guides, with scaffolded and extended instruction. 4. Student utilizing MyOn Reading</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading Comprehension Resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of K through 3rd RLA teachers will conduct guided reading with fidelity to support the increase of readers at the at/ or above reading level. <b>Strategy's Expected Result/Impact:</b> K through 3rd students will support the campus goal of 52% of students achieving meets and masters STAAR results. <b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Literacy Interventionist 3. Classroom Teachers <b>Action Steps:</b> 1. Teacher will meet with RLA content lead to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading. 3. Reading content lead will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, and data review.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan. <b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.
Student Learning
<b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning. <b>Problem of Practice 3:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan. <b>Problem of Practice 4:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.



### Student Learning

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**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:** By the end of the 2022-2023, 100% of 3rd - 5th math teachers will apply best elementary math practices to daily their math instruction following district and campus instructional expectations of utilizing the math 5E model, to increase the number of students achieving the meets and masters level, by 3%, from 45% to 48%, on the STAAR Math assessment.

**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** 100% of all 3rd - 5th grade math content teachers will attend weekly PLCs, and follow the "See It, Name It, Do It" protocol to share instructional best practices and lesson planning, for effective, differentiated, guided-math instruction, and lesson delivery, at an elevated level of rigor.

**Evaluation Data Sources:** PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, common teaching practices across classrooms.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of 3rd - 5th grade Math teachers will plan and utilize content-based language instructional practices, to support student articulation of their learning utilizing math academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques for teachers to identify content-based language instructional practices to address student learning needs and avoid misconceptions.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers</p> <p><b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional strategies to best support the objective.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% 3rd - 5th Math content teachers will plan opportunities for peer-student equity of voice, to encourage academic discussions as mathematicians, to ensure student understanding of application <b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques for teachers to add student interactions during the lesson, to address different student learning needs and avoid misconceptions. <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers <b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional strategies to best support the objective.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100%3rd - 5th Math content teachers will provide sentence stems, for peer-student equity of voice, to encourage academic discussions as mathematicians, to ensure student understanding of application. <b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques so teachers may plan for the purpose of guiding productive student interactions during the lesson, to address different student learning needs and avoid misconceptions. <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers <b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional sentence stems to best support the student dialogue for the objective.  <b>TEA Priorities:</b> 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 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

### Demographics

**Problem of Practice 2:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 4:** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

### Student Learning

**Problem of Practice 1:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Problem of Practice 2:** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled" and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 4:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Measurable Objective 2:** 100% K - 5th Math content teachers will check for student understanding of math TEKS and objectives, after the completion of each lesson, to identify areas for student misunderstanding and provide scaffolded content during the 5E Guided Math lesson.

**Evaluation Data Sources:** Completed teacher tutorial plans with lesson plans objective and activity; student rosters.

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% K - 5th grade content teachers will double plan for student expected misunderstanding utilizing Lead4Ward Field Guides. <b>Strategy's Expected Result/Impact:</b> Students expected responses will be pre-planned to support student understanding, progress towards meeting STAAR Meets and Masters performance levels in math. <b>Staff Responsible for Monitoring:</b> Teacher Specialists - E. Gomez-Warren Classroom Teacher Teacher Assistant <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 100% K -5th grade Math teachers will facilitate student tutorial support for Tier 2 and Tier 3 students, and by providing targeted, scaffolded intervention. for students not meeting objective mastery. <b>Strategy's Expected Result/Impact:</b> Students academic progress will be monitored and checked for growth working towards STAAR Meets and Masters performance levels in math. <b>Staff Responsible for Monitoring:</b> Teacher Specialists - E. Gomez-Warren Math Interventionist - V. Martinez-Gonzalez Classroom Teacher Teacher Assistant/ Academic Lector <b>Action Steps:</b> 1) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of K - 5th math content Teachers will use data to identify selected students not meeting objective mastery, to provide targeted, scaffolded intervention support, outside the regular school day. <b>Strategy's Expected Result/Impact:</b> Students academic progress will be monitored and checked for growth working towards STAAR Meets and Masters performance levels in math. <b>Staff Responsible for Monitoring:</b> Teacher Specialists - E. Gomez-Warren Classroom Teacher <b>Action Steps:</b> 1) Teacher will complete a data dig, to identify students not making expected academic progress. 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Payroll-After School Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$7,500		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan. <b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum. <b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.
Student Learning
<b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning. <b>Problem of Practice 2:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits. <b>Problem of Practice 3:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

### Student Learning

**Problem of Practice 4:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**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 2022-23 school year, Lyons elementary will meet the criteria for CCMR as measured by Domain 1 of the state accountability system by increasing Meets and Masters by 3% in Math from 45% to 48%.

**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency





**Measurable Objective 1:** 100% of all 3rd - 5th grade math content teachers will attend weekly PLCs, and follow the "See It, Name It, Do It" protocol to share instructional best practices and lesson planning, for effective, differentiated, guided-math instruction, and lesson delivery, at an elevated level of rigor.

**Evaluation Data Sources:** PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, common teaching practices across classrooms

**HB3 Board Goal**

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 100% of 3rd - 5th grade Math teachers will plan and utilize content-based language instructional practices, to support student articulation of their learning utilizing math academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques for teachers to identify content-based language instructional practices to address student learning needs and avoid misconceptions.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers</p> <p><b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional strategies to best support the objective.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$1,000</p>				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% Math content teachers will utilize high quality instructional materials, and learning from professional development to provide quality first instruction to ensure the mastery of required math TEKS for all sub populations <b>Strategy's Expected Result/Impact:</b> Differentiated lesson plan, with evidence of extended planning to address student's need for differentiated instruction and address common student misunderstanding <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers <b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional strategies to best support the objective.  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Math PD - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of math researched based instructional materials, online resources, and technology materials will be provided to all teachers by content lead, utilizing district resources. <b>Strategy's Expected Result/Impact:</b> Differentiated lesson plan, with evidence of extended planning to address student's need for differentiated instruction and address common student misunderstanding <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers <b>Action Steps:</b> 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 2) teachers will identify appropriate content-based instructional strategies to best support the objective.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Math Online Resources - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.</p> <p><b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.</p>
Student Learning
<p><b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.</p> <p><b>Problem of Practice 3:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.</p> <p><b>Problem of Practice 4:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.</p>
School Processes & Programs
<p><b>Problem of Practice 3:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.</p>

**Measurable Objective 2:** 100% 3rd - 5th Math content teachers will check for student understanding of math TEKS and objectives, after the completion of each lesson, to identify areas for student misunderstanding and provide scaffolded content during the 5E Guided Math lesson.

**Evaluation Data Sources:** Completed teacher tutorial plans with lesson plans objective and activity; student rosters.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% Teachers will double plan for student expected misunderstanding utilizing Lead4Ward Field Guides. <b>Strategy's Expected Result/Impact:</b> Students expected responses will be pre-planned to support student understanding, progress towards meeting STAAR Meets and Masters performance levels in math <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% 3rd -5th grade Math teachers will facilitate student tutorial support for Tier 2 and Tier 3 students, and by providing targeted, scaffolded intervention for students not meeting objective mastery. <b>Strategy's Expected Result/Impact:</b> Students academic progress will be monitored and checked for growth working towards STAAR Meets and Masters performance levels in math. <b>Staff Responsible for Monitoring:</b> Teacher Specialists - E. Gomez-Warren Math Interventionist - V. Martinez-Gonzalez Classroom Teacher Teacher Assistant/ Academic Lector <b>Action Steps:</b> 1) Teacher will complete a data dig, to identify students not making expected academic progress. 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Supplies and Materials /Math Intervention resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of 3rd - 5th math content Teachers will use data to identify selected students not meeting objective mastery, to provide targeted, scaffolded intervention support, outside the regular school day. <b>Strategy's Expected Result/Impact:</b> Students academic progress will be monitored and checked for growth working towards STAAR Meets and Masters performance levels in math. <b>Staff Responsible for Monitoring:</b> Teacher Specialists - E. Gomez-Warren Classroom Teacher <b>Action Steps:</b> 1) Teacher will complete a data dig, to identify students not making expected academic progress. 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Payroll-After School Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$7,500		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

## Measurable Objective 2 Problems of Practice:

Demographics
<p><b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.</p> <p><b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.</p> <p><b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.</p>
Student Learning
<p><b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.</p> <p><b>Problem of Practice 2:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.</p> <p><b>Problem of Practice 3:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.</p>

### Student Learning

**Problem of Practice 4:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions to improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**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 2:** By the end of the 2022-23 school year, Lyons elementary will meet the criteria for CCMR as measured by Domain 1 of the state accountability system by increasing Meets and Masters by 3% in Reading fro 49% in 2021-22 to 52 % by Spring 2023.





**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency

**Measurable Objective 1:** 100% of all 3rd - 5th grade RLA content teachers will attend weekly PLCs to share instructional best practices and lesson planning, for effective guided Reading instruction, lesson delivery and at an elevated level of rigor.

**Evaluation Data Sources:** PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, Common teaching practices across classrooms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of 3rd- 5th grade reading content teachers will attend content PLCs to practice peer-reviewed "at-bats" and plan for effective differentiated reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques to address student learning needs and correct misconceptions.</p> <p><b>Staff Responsible for Monitoring:</b> Nekia Petry, Assistant Principal Classroom Teachers Olivia Casares, Principal</p> <p><b>Action Steps:</b> 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of 3rd-5th RLA teachers will conduct extend day after school tutorials to support Tier 2 and Tier 3 students. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate mastery in reading content such as EOY benchmarks <b>Staff Responsible for Monitoring:</b> 1. Nekia Petry, Assistant Principal 2. Classroom Teachers <b>Action Steps:</b> 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Payroll-After school Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of RLA content teachers will check for student understanding of reading TEKS and objectives, after the completion of each lesson, to identify areas for student misunderstanding and provide scaffolded content during the reading lesson <b>Strategy's Expected Result/Impact:</b> Students will demonstrate mastery in reading content such as EOY benchmarks <b>Staff Responsible for Monitoring:</b> 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. <b>Action Steps:</b> 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> supplies and materials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Measurable Objective 1 Problems of Practice:

### Demographics

**Problem of Practice 1:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

### Student Learning

**Problem of Practice 1:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**Problem of Practice 5:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

### School Processes & Programs

**Problem of Practice 1:** The intervention and extended learning time should meet the various needs of all of our students. Student intervention (Tier 2 and Tier 3) and their progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments will be made in a timely manner.

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.



**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

**Goal 1: CLOSING THE GAPS -** Special Education students will increase their RLA achievement score 3% to increase from 26% Meets and Masters to 29% achievement in Meets and Masters by the end of 2022-23.

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** Special Education Teacher will review student data to determine baseline levels of student performance to create obtainable student goals in Reading, working towards Meets and Masters achievement levels.

**Evaluation Data Sources:** Resource Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education Teacher will use student data to update student Specially Designed Instruction plan, to support Tier 1 instruction, in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will benefit from the specialized instruction, to improve their baseline STAAR performance to reach on level performance.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher Content Lead-Petry</p> <p><b>Action Steps:</b> 1) Special Education will research student data, and use the information to prepare Specialized Designed Instruction plan with needed supplemental aides</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of Special Education Teachers will support Special Education students following the Co-Teaching model. <b>Strategy's Expected Result/Impact:</b> Student will benefit from the direct instruction utilizing their specialized instruction plan, to improve their STAAR Meets and Masters performance goals.. <b>Staff Responsible for Monitoring:</b> Classroom Teacher Special Education Teacher Reading Content Lead <b>Action Steps:</b> 1) Resource teacher will review teacher lesson plans to identify instructional and scaffolding supports for the students. 2) Resource teacher will review teacher daily schedule to determine best time to provide co-teaching classroom support  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of Special Education Teachers will attend content PLCs to review student data and review STAAR goal progress <b>Strategy's Expected Result/Impact:</b> Student will receive individual instruction at their level, with the specially designed instructional scaffold and supplemental aides. <b>Staff Responsible for Monitoring:</b> Classroom Teacher Special Education Teacher Reading Content Lead <b>Action Steps:</b> 1) resource teacher will review the lesson learning objectives and levels of mastery. 2) Resource teacher will plan SDI for student, utilizing scaffolding and supplement aides.  <b>TEA Priorities:</b> 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 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan. <b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

### Student Learning

**Problem of Practice 2:** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

**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 2: CLOSING THE GAPS -** Special Education students will increase their Math achievement score 4% to increase from 21% Meets and Masters to 25% achievement in Meets and Masters by the end of 2022-23.

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** 100% Special Education Teachers will review student data to determine baseline levels of student performance to create obtainable student goals in Math, working towards Meets and Masters achievement levels by the end of 2022-23.

**Evaluation Data Sources:** Resource Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Special Education Teacher will use student data to update student Specially Designed Instruction plan, to support Tier 1 instruction, in Math <b>Strategy's Expected Result/Impact:</b> Student will benefit from the specialized instruction, to improve their baseline STAAR performance to reach on level performance. <b>Staff Responsible for Monitoring:</b> Special Education Teacher Math Content Lead <b>Action Steps:</b> 1) Special Education will research student data, and use the information to prepare Specialized Designed Instruction plan with needed supplemental aides  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of Special Education Teachers will support Special Education students following the Co-Teaching model. <b>Strategy's Expected Result/Impact:</b> Student will benefit from the direct instruction utilizing their specialized instruction plan, to improve their STAAR Meets and Masters performance goals.. <b>Staff Responsible for Monitoring:</b> Classroom Teacher Special Education Teacher Reading Content Lead <b>Action Steps:</b> 1) Resource teacher will review teacher lesson plans to identify instructional and scaffolding supports for the students. 2) Resource teacher will review teacher daily schedule to determine best time to provide co-teaching classroom support  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Resource teachers will plan together during the PLC to determine the best practices that will yield the most student impact, and practice the application of the planned instructional scaffolds <b>Strategy's Expected Result/Impact:</b> Student will receive individual instruction at their level, with the specially designed instructional scaffold and supplemental aides. <b>Staff Responsible for Monitoring:</b> Resource Teacher Math Content Lead <b>Action Steps:</b> 1) resource teacher will review the lesson learning objectives and levels of mastery. 2) Resource teacher will plan SDI for student, utilizing scaffolding and supplement aides.  <b>TEA Priorities:</b> 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 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan. <b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

### Student Learning

**Problem of Practice 2:** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

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

**Goal 1: ATTENDANCE-** By the end of the 2022-23 school year, the attendance rate at Lyons Elementary will increase by 4% from 92.82% (2021-22) to 96.92%.

**Strategic Priorities:**

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

**Measurable Objective 1:** 100% of the homeroom teachers will report absences via PowerSchool and phone calls we made daily to ALL students that are not in attendance by 9:30 AM every day.

**Evaluation Data Sources:** Weekly attendance reports

EOY attendance report

TEA Texas Accountability Rating System-TAPR report

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers submit attendance by 9:30 AM every day and attempt to call students who are absent. Office staff will make follow-up phone calls to inquire reasons for absence and expected return dates. <b>Strategy's Expected Result/Impact:</b> By the end of the 2022-23 school year, the attendance rate at Lyons Elementary will be increase by 4% from 92.82% to 96.82% as reported by TEA's Accountability System. <b>Staff Responsible for Monitoring:</b> 1. Homeroom teachers 2. Gabriela Racine, SIR 3. Olivia Casares, Principal 4. Nestor Londono, Dean of Instruction 5. Ebony Nzei, Counselor <b>Action Steps:</b> 1. Daily attendance callouts to parents by homeroom and office staff. 2. Attendance monitored daily by SIR. 3. Weekly Attendance Meetings to discuss chronic absenteeism. 4. Attendance letters mailed out to parents with excessive unexcused absences.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Supplies and Materials to mail out attendance notices - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> 100% implementation of school-wide attendance plan. At the end of every grading cycle, we will have maintained or increased student attendance rate as compared to the same time in 2021-22.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-23 school year, the attendance rate at Lyons Elementary will be increase by 4% from 92.82% to 96.82% as reported by TEA's Accountability System.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Gabriela Racine, SIR 2. Ebony Nzei, Counselor 3. Jennifer Sampleton, Wrap Around Specialist 4. Nestor Londono, Dean of Instruction 5. Olivia Casares, Principal 6. Homeroom Teachers</p> <p><b>Action Steps:</b> 1. SIMS will email absence report for the day at 3:00 p.m. to teachers, counselor, and wraparound specialist.</p> <p>2. The following day, counselor and wraparound specialist will reach out to parents by 9:00 a.m. to identify reasons for absence.</p> <p>3. Parents and students will be reminded to provide an excuse for all absences.</p> <p>4. After 3 unexcused absences, an attendance meeting will be called to find a solution to the problem or find support for the student/family.</p> <p>Title I</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Student who are not meeting attendance requirements will be required to meet with our school counselor to develop attendance behavior intervention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-23 school year, the attendance rate at Lyons</p>		Formative			Summative
		Nov	Jan	Mar	June



Elementary will be increase by 4% from 92.82% to 96.82% as reported by TEA's Accountability System.

**Staff Responsible for Monitoring:** 1. Gabriela Racine, SIR 2. Ebony Nzei, Counselor 3. Jennifer Sampleton, Wrap Around Specialist 4. Nestor Londono, Dean of Instruction 5. Olivia Casares, Principal 6. Homeroom Teachers

**Action Steps:** 1. SIMS will email absence report for the day at 3:00 p.m. to teachers, counselor, and wraparound specialist.

2. The following day, counselor and wraparound specialist will reach out to parents by 9:00 a.m. to identify reasons for absence.

3. Parents and students will be reminded to provide an excuse for all absences.

4. After 3 unexcused absences, an attendance meeting will be called to find a solution to the problem or find support for the student/family.

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

**Measurable Objective 1 Problems of Practice:**

**Demographics**

**Problem of Practice 5:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

**School Processes & Programs**

**Problem of Practice 2:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

**Perceptions**

**Problem of Practice 1:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

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

**Goal 2: DISCIPLINE-** By the end of the 2022-23 school year, the percentage of In School Suspension and Out of School Suspension at Lyons Elementary will decrease by .01% from .11% (2021-22) to .10%.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of Classroom teachers will receive training in restorative discipline and proactive management processes.

**Evaluation Data Sources:** 1. Participation and Implementation of CHAMPS and Project Class training's and strategies.





2. End of the year State and District Reports.

3. HISD PEIMS reports.

4. Implementation of Project Class strategies.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 100% of the Lyons Elementary's classroom teachers will be trained and implement CHAMPS, Project Class and Positive Behavior Support (PBS) strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing CHAMPS and Project Class strategies ensures 0% referrals to DAEP and Lyons will have less than .1% In School Suspensions (ISS) and Out of School Suspensions (OSS) as reported by TEA and PEIMS.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Ebony Nzei, Counselor 2. Olivia Casares, Principal 3. Nestor Londono, Dean of Instruction 4. Eugenia Gomez-Warren, Teacher Specialist 5. Nekia Petry, Assistant Principal</p> <p><b>Action Steps:</b> 1. The counselor will ensure that 100% of the teachers have completed CHAMPS and Project Class trainings. 2. Teachers will be monitored by Leadership team members to verify appropriate implementation of CHAMPS and Project Class strategies. 3. Training will be delivered by counselor to staff who are not applying strategies. 4. Classroom Teachers will teach students CHAMPS and Project Class SEL/management strategies. 5. Students will comply with expected CHAMPS and Project Class SEL/management strategies.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> CHAMPS extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,500</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 100% staff members will be trained on ensuring that implementation and delivery of Lyons Behavioral Expectations. <b>Strategy's Expected Result/Impact:</b> Implementing Lyons Behavioral Expectations ensures 0% referrals to DAEP and Lyons shall have less than .1% In School Suspensions (ISS) and Out of School Suspensions (OSS) as reported by TEA and PEIMS. <b>Staff Responsible for Monitoring:</b> 1. Leadership Team Members 2. Nestor Londono (Behavior Coordinator) 3. Classroom Teachers 4 . Support Staff <b>Action Steps:</b> 1. All staff will be trained on Lyons Behavioral Expectations. 2. Students will be trained by Classroom Teachers. 3. Counselor will support Classroom Teachers and will service students who need more support. 4. Leadership Team will monitor that Lyons Behavioral Expectations are effectively implemented and that students comply with expected positive behaviors. 5. Posters will be placed in strategic areas to remind all stakeholders of Lyons Behavioral Expectations.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$500		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 90% of the students will be engaged with monthly campus-wide SEL learning activities <b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline incidents and referrals. <b>Staff Responsible for Monitoring:</b> Counselor <b>Action Steps:</b> 1. Counselor will plan monthly SEL learning topics using HISD SEL learning curriculum. 2, Counselor will deliver monthly grade level SEL presentations. 3. Students will engage in monthly SEL learning activities.  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All teachers and staff will complete and implement strategies from online mandatory training's: bullying, child abuse, and suicide. <b>Strategy's Expected Result/Impact:</b> Maintain less than 5% incidents and reports related to Bullying, Drug, Suicide, and Child Abuse. <b>Staff Responsible for Monitoring:</b> 1. Olivia Casares, Principal 2. Counselor 3. Classroom Teachers 4. Leadership Team <b>Action Steps:</b> 1. All teachers and staff will be required to complete all required compliance courses related to Bullying, Suicide Prevention, and Child Abuse. 2. Teachers will apply strategies to any incident related to Bullying, Suicide prevention, and Child abuse. 3. Students will be instructed on when and how to communicate to teachers if they are experiencing any bullying, suicidal thoughts, child or drug abuse.  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$500		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 5:</b> The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. <b>Root Cause:</b> All campus personnel should be informed of system and routine norms. <b>Problem of Practice 6:</b> Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. <b>Root Cause:</b> Student Social and Emotional Learning opportunities should consistent.
Student Learning
<b>Problem of Practice 6:</b> Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. <b>Root Cause:</b> Student Social and Emotional Learning opportunities should consistent.
School Processes & Programs
<b>Problem of Practice 2:</b> The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. <b>Root Cause:</b> All campus personnel should be informed of system and routine norms.
Perceptions
<b>Problem of Practice 1:</b> The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. <b>Root Cause:</b> All campus personnel should be informed of system and routine norms.

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

**Goal 3:** Special Education - By the end of the 2022-2023 school year, Lyons Special Education student in the 3rd - 5th grade, will improve their STAAR Student Success Status percentage from 26% in Meets and Masters to 29%.

### Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Special Education students will increase their RLA achievement score 3% to increase from 26% Meets and Masters to 29% achievement in Meets and Masters.

**Evaluation Data Sources:** Data sourced from district DLA, Renaissance 360 State Standards report, Interim Assessment, EOY STAAR

### HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Special Education teachers will review student Individual Education Plans, to implement their Specially Designed Instruction that supports Tier 1 instruction in Reading, with research-based instructional strategies to yield an increase in Meets and Masters levels of achievement in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will increase Special Education RLA passing achievement rate to 29%.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant</p> <p><b>Action Steps:</b> 1. Review Comprehension Learning goal and SDI plan. 2. Resource teacher will refer to teacher lesson plan to support the Tier 1 instruction.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> General Supplies and Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$500</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 100% of 3rd - 5th Reading content teachers will apply best elementary practices to daily their RLA instruction following district and campus instructional expectations utilizing the Guided Reading model, to support the increase in number of Special Education students achieving the meets and masters level, from 26% to 29%, on the STAAR Reading assessment.  <b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, for Special Education students, will result in an increase Special Education RLA passing achievement rate to 29%. <b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% 3rd - 5th grade Reading content teachers will double plan for student expected mis-understanding utilizing Lead4Ward Field Guides.  <b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, for Special Education students, will result in an increase Special Education RLA passing achievement rate to 29%. <b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.  <b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.





Student Learning
<p><b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.</p> <p><b>Problem of Practice 2:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.</p> <p><b>Problem of Practice 3:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.</p>
School Processes & Programs
<p><b>Problem of Practice 3:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.</p>

**Measurable Objective 2:** Special Education students will increase their Math achievement score 3% to increase from 21% Meets and Masters to 24% achievement in Meets and Masters.

**Evaluation Data Sources:** Data sourced from district DLA, Renaissance 360 State Standards report, Interim Assessment, EOY STAAR

### HB3 Board Goal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education teachers will review student Individual Education Plans, to implement their Specially Designed Instruction that supports Tier 1 instruction in Reading, with research-based instructional strategies to yield an increase in Meets and Masters levels of achievement in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will increase their Math passing achievement rate to 25%.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant</p> <p><b>Action Steps:</b> 1. Review Comprehension Learning goal and SDI plan. 2. Resource teacher will refer to teacher lesson plan to support the Tier 1 instruction.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of 3rd - 5th Math content teachers will apply best elementary practices to daily their Math instruction following district and campus instructional expectations utilizing the Guided Math model, to support the increase in number of Special Education students achieving the meets and masters level, from 21% to 24%, on the STAAR Math assessment. <b>Strategy's Expected Result/Impact:</b> Special Education students will increase their Math passing achievement rate to 25%. <b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% 3rd - 5th grade Math content teachers will double plan for student expected mis-understanding utilizing Lead4Ward Field Guides. <b>Strategy's Expected Result/Impact:</b> Special Education students will increase their Math passing achievement rate to 25%. <b>Staff Responsible for Monitoring:</b> 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.  <b>TEA Priorities:</b> 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 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met <b>Root Cause:</b> The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.  <b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.



### Student Learning

**Problem of Practice 2:** Special population students designated supports should be available during content instruction. **Root Cause:** Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.

**Problem of Practice 3:** Closing the Gaps - Students in subgroups "Non-Continuously Enrolled "and "Special Education" should be closely monitored to ensure student learning needs are being met **Root Cause:** The learning needs of the student in these sub-groups should be considered when developing an effective Tier 2 or Tier 3 intervention plan.

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

**Goal 4: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - The Closing the Gaps Student Success percentage of 3rd-5th grade Special Populations students will increase by 3% from 14% to 22%, as measured by 2022 STAAR Domain 3 Closing the Gaps report.

### Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 100% of teachers in 1st -5rd will be trained and implement Content-Based Instruction strategies to support English Learners (EL) in ESL / ELD Reading and Math instruction.

**Evaluation Data Sources:** Completion certificates of Sheltered instruction Professional Development, ELD Snapshots, EOY TELPAS Scores.

### HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 100% of teachers in 1st - 5th will write lesson plans that includes explicit ELPS instructional expectations during ESL ELD/Reading and Math lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY TELPAS progress rate will increase 8% from 56% to 64%.</p> <p><b>Staff Responsible for Monitoring:</b> Nekia Petry (Reading) Eugenia Gomez-Warren (Math) Olivia Casares Nestor Londono, ESL/ELD</p> <p><b>Action Steps:</b> 1. Teachers will have an explicit instructional plan to support students in the four (4) assessed areas, Listening, Speaking, Reading and Writing, during ESL, ELD/Reading and Math instruction.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> General Supplies and Resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,500</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EL teachers will utilize SUMMIT K12 tool to promote English language development for all the students <b>Strategy's Expected Result/Impact:</b> EOY TELPAS progress rate will increase 8% from 56% to 64%. <b>Staff Responsible for Monitoring:</b> Classroom teachers using the tool in their classroom School Administration monitoring and coaching teachers <b>Action Steps:</b> - Teachers enrolled - PD training on SUMMIT K12 - BOY testing for all EL students in the campus - Monitoring - EOY testing for all EL student at Lyons  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Professional development for Bilingual teachers <b>Strategy's Expected Result/Impact:</b> All teachers will have at least 40 hours of PD <b>Staff Responsible for Monitoring:</b> Classroom teachers Administration <b>Action Steps:</b> - Offer PD opportunities for bilingual teachers - Promote implementation of PD in the  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 2:** 100% of G/T students will be assigned learning tasks that lead to individual learning, that is differentiated according to their student profiles.





**Evaluation Data Sources:** Differentiated lesson plans with extended learning opportunities to meet the needs of the gifted and talented student; completed Gifted and Talented Learning Plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers in 1st - 5th, will write lesson plans that include opportunities for differentiated, individual, interest-based learning for Gifted and Talented students, that meet instructional expectations during the Reading and Math lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Gifted and Talented will have interest-based, extended learning opportunities that impacts student learning at a higher level.</p> <p><b>Staff Responsible for Monitoring:</b> Content area Teacher Specialist - Reading (Petry), Math (Gomez-Warren) Gifted and Talented Coordinator - H. Buitrago Classroom Teachers</p> <p><b>Action Steps:</b> 1. Creation of Gifted Educational Plan by the student homeroom teacher. 2. Lesson planning activities that extend student learning in meaningful ways. 3. GT Students will participate in weekly Genius Hour. It will provide by the GT coordinator 4. Teachers will assign 90 min weekly Renzulli activities. 5. GT Student will complete their year long product/project to be showcased on the School GT Expo</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies and Materials - 1991010002 - General Fund - Gifted &amp; Talented - 6300 - Supplies and Materials - \$6,039</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>				

**Measurable Objective 3:** 100% of students identified who meet the TEA criteria as a student with Dyslexia , will receive their required services, as stated in the Dyslexia handbook, which includes 4 weekly session for 45 minutes totaling 180 minutes minimum.

**Evaluation Data Sources:** Progress monitoring input into the district Easy IEP system, tracking the services provided. Student progress will be measured by the periodic mastery checks.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive their required services, as stated in the Dyslexia handbook, which includes 4 weekly session for 45 minutes totaling 180 minutes minimum. <b>Strategy's Expected Result/Impact:</b> Dyslexia Intervention services will result in improved basic reading and literacy skills, that include comprehension and orthography. <b>Staff Responsible for Monitoring:</b> Mr. Buitrago - Dyslexia Lead Campus Dyslexia Interventionist <b>Action Steps:</b> Detailed service determined by the student 's 504 or Sped plan BOY Mastery checks to group students by level. EOY summary of student progress  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will meet District/TEA requirements to provide Dyslexia Interventionist training and Professional Development opportunities to assigned staff identified to provide services <b>Strategy's Expected Result/Impact:</b> Dyslexia Intervention services will result in improved basic reading and literacy skills, that include comprehension and orthography. <b>Staff Responsible for Monitoring:</b> Mr. Buitrago - Dyslexia Lead Campus Dyslexia Interventionist <b>Action Steps:</b> Detailed service determined by the student 's 504 or Sped plan BOY Mastery checks to group students by level. EOY summary of student progress  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campus will meet District/TEA requirements to provide Dyslexia Interventionist training and Professional Development opportunities to assigned staff identified to provide Dyslexia services in Spanish <b>Strategy's Expected Result/Impact:</b> Dyslexia Intervention services will result in improved basic reading and literacy skills, that include comprehension and orthography, in their native language. <b>Staff Responsible for Monitoring:</b> Mr. Buitrago - Dyslexia Lead Campus Dyslexia Interventionist <b>Action Steps:</b> Detailed service determined by the student 's 504 or Sped plan BOY Mastery checks to group students by level. EOY summary of student progress  <b>TEA Priorities:</b> 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 Problems of Practice:

Demographics
<b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.
<b>Problem of Practice 4:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.
Student Learning
<b>Problem of Practice 2:</b> Special population students designated supports should be available during content instruction. <b>Root Cause:</b> Student's Specially Designed Instructional needs should be reviewed and adjusted to follow the specific resources needed to meet learning deficits.
<b>Problem of Practice 4:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

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

**Goal 5: PARENT and COMMUNITY ENGAGEMENT-** By the end of the 2022-23 school year 90% of families will attend one of four school wide events and will access at least one agency or resource measured by the Parent Involvement Interim report.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 90% of the Lyons families will attend at least 1 family event.

**Evaluation Data Sources:** Parent Attendance /Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Family events such as Meet the Teacher, Open House, Academic Nights- Literacy, Math, and Science, Health Fair, and Gifted and Talented Family Meeting, will be planned at the BOY and a calendar will be sent to families the first week of every month.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of Lyons Families will participate in a Parent Involvement activity. Parent Involvement will positively impact student attendance and student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Title 1 Coordinator 2. Parent Engagement Rep 3. Principal</p> <p><b>Action Steps:</b> 1. Update all contact information for parents/guardians on PowerSchool. 2. Announce all events on the Weekly PawPrints Newsletter, School Messenger, School website, Twitter, and Facebook. 3. Teachers will announce events on their parent communication apps or weekly newsletters. 4. Wrap Around Specialist will reach out to community partners related to resources for parents.</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000, General Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Title 1 and Parent Engagement meets will be held monthly to help parents become more involved in student learning. <b>Strategy's Expected Result/Impact:</b> 90% of Lyons Families will participate in a Parent Involvement activity. Parent Involvement will positively impact student attendance and student academic growth. <b>Staff Responsible for Monitoring:</b> 1. Title 1 Coordinator 2. Parent Engagement Rep 3. Olivia Casares, Principal 4. Classroom Teachers <b>Action Steps:</b> 1. Curriculum and Testing Meetings will be announced on the Weekly PawPrints Newsletter, School Messenger, School website, Twitter, and Facebook. 2. Teachers will announce events and invite to parents to their grade levels virtual or in person meeting nights. 3. Students will be rewarded for parent engagement attendance.  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 100% of Parents/Guardians and Community members will be offered the opportunity to participate in the 2022-23 monthly Coffee with the Principal meetings and VIP TITLE 1 Parent Engagement Meetings. <b>Strategy's Expected Result/Impact:</b> Parents will be informed and updated regarding all Campus Learning Expectations, Assessments, Procedural, and Campus Events. <b>Staff Responsible for Monitoring:</b> Olivia Casares, Principal Maria Acosta, Parent Engagement Rep Ebony Nzei, Counselor <b>Action Steps:</b> 1. Coffee with the Principal and VIP/TITLE 1 Parent Engagement meetings will be posted on the school website, Twitter, and Facebook. 2. Reminder monthly School Messenger callouts will be made to all parents , faculty and staff members. 3. Agenda will be posted on Campus website.  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

### Measurable Objective 1 Problems of Practice:



### Demographics

**Problem of Practice 2:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 5:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

**Problem of Practice 6:** Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. **Root Cause:** Student Social and Emotional Learning opportunities should consistent.

### Student Learning

**Problem of Practice 4:** Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. **Root Cause:** Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

**Problem of Practice 6:** Teachers will need to integrate time in the daily schedule to provide student SEL interactions or instruction. **Root Cause:** Student Social and Emotional Learning opportunities should consistent.

### School Processes & Programs

**Problem of Practice 2:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

### Perceptions

**Problem of Practice 1:** The campus-wide effort to enforce established systems and routines, including daily school attendance and following Lyons behavioral expectations. **Root Cause:** All campus personnel should be informed of system and routine norms.

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

### Goal 6: MANDATED HEALTH SERVICES

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

#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

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

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: LaShawnda Harris

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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The School Nurse will identify any Lyons student not in compliance with the state's immunizations standards and monitor to update student's status for state's report by October 21, 2022. <b>Strategy's Expected Result/Impact:</b> 100% of all immunizations received by newly enrolling students and non-	Formative			Summative
	Nov	Jan	Mar	June

compliant students will be entered by October 21, 2022 and those on provisional enrollment will be monitored bimonthly until compliance is met.

**Staff Responsible for Monitoring:** 1. School Nurse  
2. Office Clerks

**Action Steps:** 1. Enter immunization data of new entries including all new PK students and new enrollments.  
2. Enter all updated immunization records provided by parents and state's Immtrac service.  
3. Run immunization non-compliance report utilizing district's Health Office Anywhere (HOA) electronic health reporting software.  
3. Monitor compliance twice a month.  
4. Contact parents with health resources to complete immunization compliance according to immunization schedule.

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** General Materials and Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200



No Progress



Accomplished



Continue/Modify







Discontinue

**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 9, 2022.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: LaShawnda Harris

Estimated number of students to be screened: 600

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Vision screening of approximately 600 Lyons students (PK, K, 1, 3, &amp; 5 grade students) will be completed by December 9, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Screenings of PK, K, 1, 3, &amp; 5 will identify student's that may have vision impairment that could hinder educational outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. School Nurse</p> <p><b>Action Steps:</b> 1. Vision screening schedule will be coordinated with class schedules until screenings are complete.  2. Re-screenings will be completed as needed.  3. Students that failed the screening will be identified, parents notified and assisted with vision resources as needed.  4. Screening results and vision referral follow-ups will be entered into district's HOA electronic health record for each student.  5. Vision screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards.</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>	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:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

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

Estimated number of students to be screened: 600

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hearing screenings of approximately 600 Lyons students (PK, K, 1, 3 &amp; 5th grade students) will be completed by December 9, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Hearing screenings of PK, K, 1, 3 &amp; 5th will identify students with hearing impairment that could hinder educational outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. School Nurse</p> <p><b>Action Steps:</b> 1. Hearing screening schedule will be coordinated with class schedules until screenings are complete.  2. Re-screenings will be completed as needed.  3. Students that failed the screening will be identified, parents notified and assisted with hearing resources as needed.  4. Screening results and hearing referral follow-ups will be entered into district's HOA electronic health record for each student.  5. Hearing screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards.</p> <p><b>Title I:</b>  2.5  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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 9, 2022.

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

Estimated number of students to be screened: 375





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Type 2 Diabetes Screening will be completed for approximately 400 students (Grades 1, 3, &amp;5) by December 9, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Type 2 Diabetes screenings of students in grades 1, 3 &amp; 5th will be completed to identify students at risk of acquiring Type 2 Diabetes that could hinder overall health and affect educational outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. School Nurse</p> <p><b>Action Steps:</b> 1. Type 2 Diabetes screening schedule will be coordinated with class schedules until screenings are complete.  2. Re-screenings will be completed as needed.  3. Students that failed the screening will be identified, parents notified and assisted with health resources as needed.  4. Screening results and health referral follow-ups will be entered into district's HOA electronic health record and to the state's reporting agency for each student identified as at risk of acquiring Type 2 Diabetes.  5. Type 2 Diabetes screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards.</p> <p><b>Title I:</b>  2.5  - <b>TEA Priorities:</b>  Improve low-performing schools</p> <p><b>Funding Sources:</b> General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 5:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse- LaShawnda Harris/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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of students requiring medication administration at school will receive scheduled medication as well as emergency administration medication as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration of medication will provide needed medication to students to manage chronic illnesses or assist in emergencies or prevent the exacerbation of emergent events.</p> <p><b>Staff Responsible for Monitoring:</b> 1. School Nurse 2. Office Clerks (Designated Back-ups)</p> <p><b>Action Steps:</b> 1. Utilizing Health Office Anywhere electronic health record software, a report of students with medical conditions will be generated by September 30, 2022. 2. The teachers of students with current medication and medication administration forms will be notified of student's medication in the clinic and given emergency plans by Sept. 30, 2022. 3. Parents of students identified as having chronic health conditions but does not have medication in the clinic by Sept. 30, 2022 will be contacted for update of student's condition and need for in-school medication. 4. Student's health records will be updated to reflect student's health condition and availability of in-school medication. 5. A refresher training will be completed with office clerks to understand clinic protocols and medication administration procedures.</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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: LaShawnda Harris

Number of AEDs on campus: 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each of the school's AED (2) will undergo maintenance checks monthly throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly AED maintenance checks will be performed on the 2 school's AEDs to ensure proper functioning in case of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> 1. School Nurse: LaShawnda Harris, RN</p> <p><b>Action Steps:</b> 1. Each AED will be checked for proper functioning according to district's Health and Medical series check sheet.</p> <p>2. Any maintenance concerns will be reported to HISD Health and Medical services for repairs, updates and/or supplies.</p> <p>3. The annual report of AED maintenance will be submitted to HISD Health and Medical Services with the End of Year reports.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div> </div>				



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

### Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

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





#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will be provided health education, physical activity opportunities and nutritional education.





**Evaluation Data Sources:** Type 2 Diabetes Screening data and reports; Physical education fitness test results; Physical education course participation and grades

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes screening will be provided information on Lyons after-school programs that encourage physical activity. <b>Strategy's Expected Result/Impact:</b> Students increase in physical activity will improve physical health decreasing the risk of cardiovascular disease and development of obesity and Type 2 diabetes. <b>Staff Responsible for Monitoring:</b> 1. School Nurse: LaShawnda Harris, RN 2. After-school program coordinator 3. After-school program sponsors 4. Physical education teacher: Victor Sanchez <b>Action Steps:</b> 1. School nurse will alert after-school coordinator of students that are at-risk for Type 2 diabetes, cardiovascular disease or health issues for opportunity to participate in after-school program that encourages physical activity. 2. Coordinator and school nurse will work to contact parents to recommend physical activity after-school programs.  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of Lyons students will be provided the opportunity to participate in weekly physical education courses. <b>Strategy's Expected Result/Impact:</b> Physical education will provide opportunity for participation in a coordinated fitness test and fitness program to improve health and wellness and prevent obesity, diabetes and cardiovascular disease risks. <b>Staff Responsible for Monitoring:</b> 1. Physical education teacher: Victor Sanchez <b>Action Steps:</b> 1. School administration will coordinate school schedule to allow weekly physical education participation. 2. Physical education teachers coordinate the physical education program according to student's developmental level.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of Lyons students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will receive screening results and Type 2 Diabetes health screening information for parents, referrals to healthcare providers and contact information for health resources (if needed). <b>Strategy's Expected Result/Impact:</b> A coordinated and collaborative effort between student, parent, school nurse and healthcare provider can improve plan of care to improve health outcomes. <b>Staff Responsible for Monitoring:</b> 1. School Nurse: LaShawnda Harris, RN <b>Action Steps:</b> 1. Results of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will receive written results of screening and health education. 2. Parents of students identified as at-risk for Type 2 Diabetes will receive written results to Type 2 Diabetes Screening. 3. Parents of students identified as at-risk for Type 2 Diabetes will receive health referral for healthcare provider. 4. Parents of students identified as at-risk for Type 2 Diabetes will receive contact information for health resources if family does not have a healthcare provider.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 2:** 100% of Lyons students and parents will have opportunity to participate in health fair and healthy food distribution each school year.

**Evaluation Data Sources:** Parent/Guardian and Community Members Sign-In Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of Lyons students and parents will receive opportunities for health and nutrition education as well as healthy foods through annual health fair and food distribution.</p> <p><b>Strategy's Expected Result/Impact:</b> Health and nutrition education as well as distribution of healthy food will introduce families to healthy eating therefore improving health outcomes and decreasing likelihood of obesity, cardiovascular disease and Type 2 Diabetes.</p> <p><b>Staff Responsible for Monitoring:</b> 1. Wrap Around Specialist: Jennifer Sampleton 2. School Nurse: LaShawnda Harris, RN</p> <p><b>Action Steps:</b> 1. Wrap Around Specialist and School Nurse will contact healthcare and nutrition providers to participate in health fair. 2. Wrap Around Specialist and School Administration will schedule health fair date. 3. Students and parents will receive invitation to participate in health fair.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Payroll-Health Fair Event - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000</p>	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 8: Science** - By the end of the 2022-23 school year we will increase our meets and masters performance level from 44% to 47%, an increase of 3%, on the STAAR Science assessment.





**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

**Measurable Objective 1:** By the end of the 2022-2023 school year, 100% of K - 5th Science teachers will apply best elementary Science practices to daily their science instruction following district and campus instructional expectations utilizing the Science 5E model, to support the increase in number of 5th grade students achieving the meets and masters level, with a 3% growth target from 44% in 2021-2022 SY to 47%, on the 5th grade STAAR Science assessment.

**Evaluation Data Sources:** Teacher Specialist will review lesson plans, complete Walk throughs and observations, looking for evidence of application of teacher's planning and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 100% K - 5th Science content teachers will check for student understanding of science TEKS and objectives, after the completion of each lesson, to identify areas for student misunderstanding and provide scaffolded content during the 5E Science lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of (K-5th) students will meet grade level standards through Science 6-week CBEs. 47% of 5th grade students will achieve Meets and Masters on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Science Lab Interventionist - S. Izquierdo</p> <p><b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> Extra Duty PAY - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% K - 5th grade classroom teachers will analyze formative data and Science lessons during weekly planning sessions, to identify and double plan for student misunderstanding and provide scaffolded content during the 5E science lesson. <b>Strategy's Expected Result/Impact:</b> 85% of (K -5th) students will meet grade level standards through Science 6 week CBEs assessments. 47% of 5th grade students will achieve Meets and Masters on STAAR <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Science Lab Interventionist - S. Izquierdo <b>Action Steps:</b> 1) Teacher will unpack the standard to determine which are areas for student misconceptions, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of K - 5th grade Science Teachers will attend Science professional Development opportunities to build their instructional skill set, focusing on instructional practices that align with state assessment content and level of rigor. <b>Strategy's Expected Result/Impact:</b> 85% of (K -5th) students will meet grade level standards through Science common assessments. 47% of 5th grade students will achieve Meets and Masters on STAAR <b>Staff Responsible for Monitoring:</b> Teacher Specialist - E. Gomez-Warren Science Lab Interventionist - S. Izquierdo <b>Action Steps:</b> 1) Teachers will seek out Professional Development topics to support hard to teach Science TEKS and identify student misconceptions.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 2:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.
Student Learning
<b>Problem of Practice 1:</b> Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. <b>Root Cause:</b> PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.
<b>Problem of Practice 4:</b> Teacher Professional Development should include opportunities for capacity building to meet the changing student demographics. Current demographic changes include the need for ESL/sheltered instruction teaching best practices to achieve success in Closing Student learning Gaps. <b>Root Cause:</b> Demographic strengths once included the stability of neighboring community and new generations of students attending school are in all English classrooms but still require sheltered instructional practices to access the curriculum.

### School Processes & Programs

**Problem of Practice 3:** Re-teach plans after a data analysis exercise should include targeted-TEKS specific interventions tp improve student outcomes. **Root Cause:** PLC agendas should include effective execution of the "Name It, See It Do It" protocol to support teachers re-teach planning.

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

**Goal 9:** Violence Prevention - By the end of the 22-23 school year, Lyons Elementary will implement a school wide counseling program that will include bully, suicide, drug, and child abuse prevention. The goal is to have less than 5% incidents and reports related to bullying, drug, suicide, or child abuse.

**Strategic Priorities:**





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

**Measurable Objective 1:** 100% of the teachers and staff will complete professional development on bullying, drug abuse, child abuse, and suicide prevention.

**Evaluation Data Sources:** OneSource compliance course report

Submission of Compliance Courses by all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> All teachers and staff will complete and implement strategies from online mandatory trainings: bullying, child abuse, and suicide.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain less than 5% incidents and reports related to bullying, drug abuse, or child abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Olivia Casares Counselor Classroom teachers Leadership team</p> <p><b>Action Steps:</b> 1. All teachers and staff will be required to complete all required compliance courses related to bullying, suicide prevention, and child abuse 2. Teacher will apply strategies to any incident related to bullying, suicide, and child abuse 3. Students will be instructed on when and how to communicate to teachers if they are experiencing any type of bullying.</p> <p><b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School counselor will conduct monthly presentations that include bullying, drug abuse, and/or social emotional learning topics related to suicide and child abuse. <b>Strategy's Expected Result/Impact:</b> Maintain less than 5% incidents and reports related to bullying, drug, suicide, and child abuse <b>Staff Responsible for Monitoring:</b> 1. Counselor 2. Olivia Casares, Principal 3. Wraparound Specialist <b>Action Steps:</b> 1. Counselor will develop and present bully prevention program to all students quarterly 2. Counselor will conduct small group sessions for all student who need support 3. Bully prevention resources will be placed in strategic areas around the campus.  <b>Title I:</b> 2.5, 4.1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



# State Compensatory

## Budget for 128 Lyons Elementary School

**Total SCE Funds:** \$171,396.68

**Total FTEs Funded by SCE:** 5

**Brief Description of SCE Services and/or Programs**

--

## Personnel for 128 Lyons Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Buitrago, Hector J	Teacher, Intervention(G	1
Griselda Maya	Teacher Bilingual	1
Izquierdo, Sarah D	Teacher, Multi-Grade	0.5
Maria Acosta	Parent Engagement Rep. 12M	1
Martinez-Gonzalez, Vicente	Teacher, Multi-Grade	0.5
Perales, Yamileth	Sr Academic Tutor-10M	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Lyons Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. Lyons Elementary has created a school wide program goal in mind to ensure that all students, particularly those who are low-achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments. Our campus will Set high expectations for students and staff, implement best practices for curriculum and instruction, focus on student achievement by examining and understanding data with teachers, parents, and students, encourage a collaborative spirit among staff members and between staff and parents, and commit to continuous improvement for each and every student every year.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

## 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.

### 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:

1. Weekly PLCs meetings by grade level and department
2. Admin meetings with grade level/department teacher
3. Admin Team meetings for planning, monitoring, and implementation of strategies funded through Title 1
4. Consistent Data Tracking of student's progress
5. School surveys, community meetings, Coffee with principal

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

The SIP is available to the local educational agency, parents, and the public. The most recent version of the Student Improvement Plan can be requested from the front office and is posted on the campus website. The information contained in the plan is understandable and in a uniform format. The document is written in English, and is translated annually into Spanish. In the event we would have a community member that would need an alternate translation, we could contact the district office and hire a translator.

## **2.4: Opportunities for all children to meet State standards**

Opportunities and strategies are designed to improve student performance include:

- Instructional strategies which are supported by scientifically-based research
- Examination of data to identify areas of strength and areas of needs assessment
- Implementation of Positive Behavioral Intervention and Support Schoolwide

## **2.5: Increased learning time and well-rounded education**

Lyons Elementary will use methods and instructional strategies that strengthen the academic program in the school. We try to increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Each year adjustments are made to the master schedule in order to maximize learning time.

## **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
- Proficient Tier 1 explicit instruction taking place in all content areas
- AT BATs
- Small Group Instruction based on student data needs

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Lyons evaluates the schoolwide plan annually using STAAR, TELPAS, TX KEA, and circle data to determine the program effectiveness. In addition this helps increase student achievement.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Lyons Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy. This policy will

be reviewed annually. Parents will be notified of the policy in an understandable and uniform format in the fall semester of each school year. It will be 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 school. Lyons Elementary has a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

## **4.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1-September 29, 2022 -8:15-9:45am
- Meeting #2-October 27, 2022 1:00-2:15
  - Meeting #2 Alternate- October 27, 2022 via TEAMS 5:30-6:30pm
- Meeting #3 - November 17, 2022- 8:15-9:45
- Meeting #4 December 15, 2022-1:00-2:15
  - Meeting #4 Alternate- December 15, 2022 via TEAMS 5:30-6:30pm
- Meeting #5 - January 26, 2023- 8:15-9:45am
- Meeting #6 February 23, 2023-1:00-2:15
  - Meeting #6-Alternate February 23, 2023 Via TEAMS 5:30-6:30
- Meeting #7 - March 30, 2023- 8:15-9:45am
- Meeting #8 April 27, 2023- 1:00-2:15pm
  - Meeting #8 Alternate- April 27, 2023 via TEAMS 5:30-6:30pm
- Meeting #9 May 18, 2023- 8:15-9:45am

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hector Buitrago	General Interventionist	Interventionist	100%
Maria E. Acosta	Parent Engagement Representative	Family Engagement	100%
Yamileth Perales	Sr. Academic Tutor	Intervention	100%

# Campus Administrator

Committee Role	Name	Position
Administrator	Nestor Londono	Dean of Instruction
Administrator	Eugenia Gomez-Warren	Teacher Specialist
Administrator	Nekia Petry	Teacher Specialist
Counselor	Ebony Nzei	Counselor

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Olivia Casares	Chairperson
Classroom Teacher	Maria Leibig	SDMC Classroom Teacher
Classroom Teacher	Patricia Chavarria	SDMC Classroom Teacher
Non-classroom Professional	Nestor Londono	SDMC Other School Based Professional Staff
Classroom Teacher	Kasandra Martinez	SDMC Classroom Teacher
Business Representative	Luis Hernandez	SDMC Business Representative
Non-classroom Professional	Vicente Martinez	SDMC- Other School Based Professional
Non-classroom Professional	Maria Acosta	SDMC Non-Instructional Staff Member
Parent	Xaneth Hernandez	SDMC Parent
Community Representative	Juan Acosta	SDMC Community Member
Community Representative	Sylvia Calzada Rodriguez	SDMC Community Member
Classroom Teacher	Miguel Diaz	SDMC- Classroom Teacher
SPED Representative (non-voting)	Constance White	SPED Rep (non-voting)
Parent	Maria Ortiz Chavarria	Parent

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	1	Supplies and Materials to mail out attendance notices	6300 - Supplies and Materials	\$500.00
5	2	1	1	CHAMPS extra duty pay	6100 - Payroll	\$1,500.00
5	2	1	2		6400 - Other Operating Expenses	\$500.00
5	2	1	3		6100 - Payroll	\$2,000.00
5	2	1	4		6100 - Payroll	\$500.00
5	3	2	1	General Supplies and Materials	6300 - Supplies and Materials	\$500.00
5	4	1	2		6100 - Payroll	\$2,000.00
5	4	1	3		6100 - Payroll	\$3,000.00
5	5	1	1	Extra Duty Pay	6100 - Payroll	\$3,000.00
5	6	1	1	General Materials and Nursing Supplies	6300 - Supplies and Materials	\$200.00
5	6	2	1	General Nursing Supplies	6300 - Supplies and Materials	\$200.00
5	6	3	1	General Nursing Supplies	6300 - Supplies and Materials	\$200.00
5	6	4	1	General Nursing Supplies	6300 - Supplies and Materials	\$200.00
5	6	5	1	General Nursing Supplies	6300 - Supplies and Materials	\$200.00
5	7	2	1	Payroll-Health Fair Event	6100 - Payroll	\$2,000.00
5	8	1	1	Extra Duty PAY	6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$17,500.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	1	General Supplies and Materials	6300 - Supplies and Materials	\$6,039.00
<b>Sub-Total</b>						\$6,039.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	1	General Supplies and Materials	6300 - Supplies and Materials	\$500.00
<b>Sub-Total</b>						\$500.00



1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1	General Supplies and Resources	6300 - Supplies and Materials	\$1,500.00
<b>Sub-Total</b>						\$1,500.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	General Supplies and materials	6300 - Supplies and Materials	\$5,000.00
1	2	1	1	General Supplies	6300 - Supplies and Materials	\$500.00
1	2	1	2	Reading Comprehension Resources	6300 - Supplies and Materials	\$20,000.00
1	2	1	3	Supplies and Materials	6300 - Supplies and Materials	\$1,000.00
2	1	1	1	General Supplies	6300 - Supplies and Materials	\$500.00
2	1	2	1	Supplies and Materials	6100 - Payroll	\$1,000.00
2	1	2	3	Payroll-After School Tutorials	6100 - Payroll	\$7,500.00
3	1	1	1	Extra Duty Pay	6100 - Payroll	\$1,000.00
3	1	1	2	Math PD	6100 - Payroll	\$2,000.00
3	1	1	3	Math Online Resources	6200 - Contracted Services	\$20,000.00
3	1	2	1	Supplies	6300 - Supplies and Materials	\$1,000.00
3	1	2	2	Supplies and Materials /Math Intervention resources	6300 - Supplies and Materials	\$5,000.00
3	1	2	3	Payroll-After School Tutorials	6100 - Payroll	\$7,500.00
3	2	1	1	Supplies and Materials	6300 - Supplies and Materials	\$1,500.00
3	2	1	2	Payroll-After school Tutorials	6100 - Payroll	\$15,000.00
3	2	1	3	supplies and materials	6100 - Payroll	\$1,000.00
4	1	1	1	Supplies and Materials	6300 - Supplies and Materials	\$500.00
5	5	1	1	General Supplies and Materials	6300 - Supplies and Materials	\$5,000.00
<b>Sub-Total</b>						\$95,000.00

# Addendums

## *Lyons Elementary 2021-2022 Professional Development Plan*

<b>PD Dates</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources Needed</b>	<b>SIP Goal Alignment</b>
<b>Aug. 16</b>	IN-PERSON	<ul style="list-style-type: none"> <li>Thinking Maps (PK-5)</li> </ul>	Thinking Map Binders	Board Goals 1, 2, 3
<b>Aug. 17</b>	IN-PERSON	<ul style="list-style-type: none"> <li>Math and Reading Instructional Expectations</li> </ul>	Lyons Elementary Content Learning Expectations	Board Goals 1, 2, 3
<b>Aug. 19</b>	Online TEAMS PD	<ul style="list-style-type: none"> <li>HISD Academic PD               <ul style="list-style-type: none"> <li>Really Great Reading K-3<sup>rd</sup></li> <li>HB3 Reading Academy (1<sup>st</sup>, New Kinder, New SPED teachers)</li> <li>Math and Science PD 4<sup>th</sup>-5<sup>th</sup></li> <li>Pre-Kinder PD</li> </ul> </li> </ul>	PD Resource Documents	Board Goals 1, 2, 3
<b>Aug. 20</b>	IN-PERSON	<ul style="list-style-type: none"> <li>Special Populations PD</li> <li>TADS/NTAS training</li> </ul>	PD Resource Documents	Board Goals 1, 2, 3
<b>Sept. 17</b>	VIRTUAL TEAMS  IN-PERSON	<ul style="list-style-type: none"> <li>HISD Academic PD 3hours               <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Math Curriculum Changes</li> <li>Math fluency during the math block</li> <li>HB 3 Math Strategies</li> <li>HB 4545                   <ul style="list-style-type: none"> <li>Small Group Instruction</li> <li>Skill Builders</li> </ul> </li> </ul> </li> <li>Reading Vertical Alignment PLC (PK-5)</li> <li>Math Vertical Alignment PLC (PK-5)</li> </ul>	PD Resource Documents	Board Goals 1, 2, 3
<b>Oct. 4</b>	IN-PERSON	Reading and Math PLC /Data Analysis/Accelerated Learning		
<b>Feb. 21</b>	IN-PERSON	<ul style="list-style-type: none"> <li>HISD Academic PD 3hours               <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Math Curriculum Changes</li> <li>Math fluency during the math block</li> <li>HB 3 Math Strategies</li> <li>HB 4545                   <ul style="list-style-type: none"> <li>Small Group Instruction</li> <li>Skill Builders</li> </ul> </li> </ul> </li> <li>Reading Vertical Alignment PLC (PK-5)</li> <li>Math Vertical Alignment PLC (PK-5)</li> </ul>		

**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"/>

---