

Houston Independent School District
475 Elmore Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Elmore Elementary stands firm on the notion that "no opportunity will be off limits to our students," because they deserve it. As educators we are responsible for ensuring these opportunities to our students, and fundamentally we exist to help students improve themselves every day. We will develop leaders who utilize their academic knowledge, expertise, and social influence to serve as the catalyst to motivate and develop new campus leaders.

Vision

Every Elmore Elementary student will enter 3rd grade on grade level in reading and math. Every student will make at least one year of academic growth withing the school year. Every student will receive the emotional supports they need to achieve their academic and social emotional goals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elmore Elementary School is nestled in the Settegast neighborhood, which is in northeast area [Houston](#). The community is bordered by the [610 Loop](#), the Union Pacific Railroad Settegast Yard, and the old Beaumont Highway. The land use that borders the school campus is predominately comprised of single-family housing at 71% and 28% are multi-family units.

We serve approximately 577 students in Kindergarten through Fifth grade. Characteristics of the student population at Elmore Elementary are: 41% African American, 57% Hispanic, and 0.1% white as two or more races. Of our student body, 65.7% are at risk, and 98% are economically disadvantaged. Elmore is committed to serving as a hub to the community that treats parents as partners in education. The administration and staff commit to utilizing research-based, best practices with a balanced approach to education. Elmore pledges to collaborate with the parents, businesses, and residents to create and sustain a community in which stakeholders are treated with respect and relationships among all are highly valued. We recognize that building a Professional Learning Community is a complex process that is made more productive and stronger by the individuals within the community.

Student Learning

Student Learning Summary

The 2021 accountability data summary is as follows:

- Student Achievement Raw Score: 16
- School Progress Raw Score : 16
- Closing the Gap % of Indicators Met (1 of 3): English Language Proficiency Status

At the Approaches level on STAAR, African American students consistently perform lower than their Hispanic peers on the Reading, Mathematics and Writing tests.

Student Performance at the Approaches Level

	Reading	Math	
African American	44%	33%	
Highest Performing Group	35%	36%	

We failed to meet the state requirement for Closing the Gap, for All Students, African American, Hispanic, and Economically Disadvantaged sub-populations. The data for each subgroup is as follows:

Academic Achievement Status - Reading

	All Students	African American	Hispanic	Economically Disadvantaged
Target %	44%	32%	37%	33%
Campus %	28%	28%	27%	27%

Academic Achievement Status - Math

	All Students	African American	Hispanic	Economically Disadvantaged
Target %	46%	31%	40%	36%
Campus %	21%	18%	23%	20%

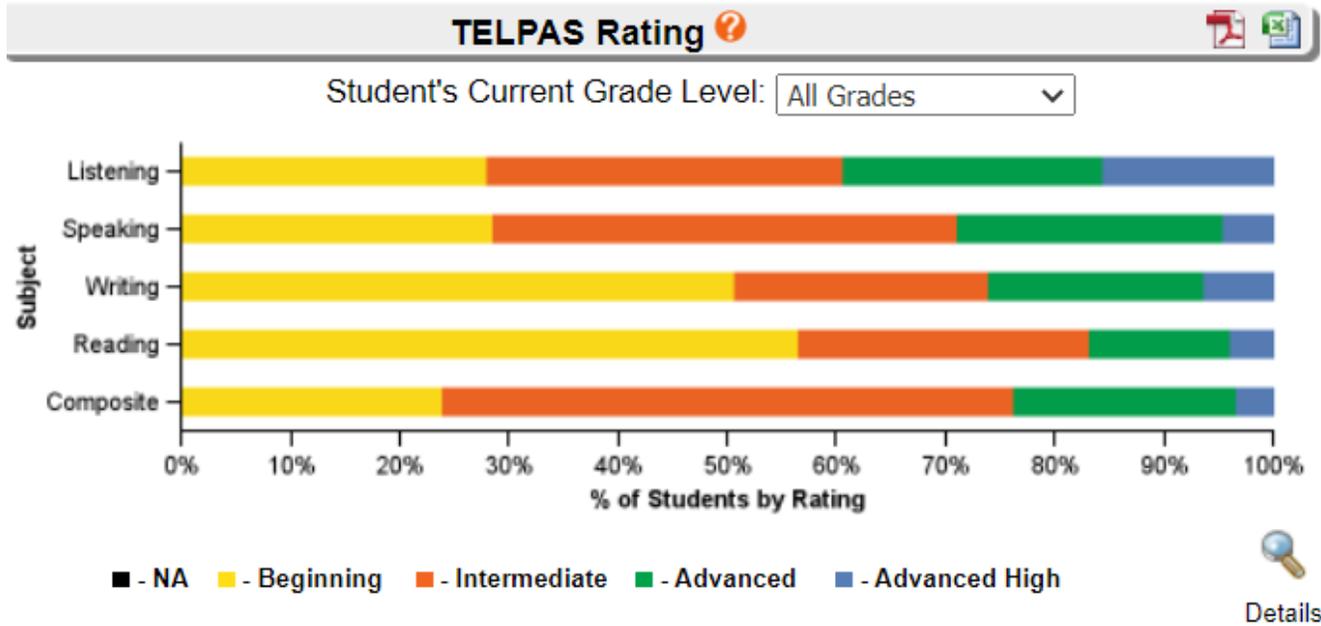
Student Success Status

	All Students	African American	Hispanic	Economically Disadvantaged
Target %	47%	36%	41%	38%
Campus %	42%	35%	45%	40%

Generally, all sub-populations are clustered, however, African American student performance stands out for all tested areas. When comparing the performance of all sub-populations, our African American students show the greatest disparity with respect to the Approaches level.

Elmore is working to to address the achievement gap of both standardized and formative assessments.

As a campus, we are refining our Response to Intervention model and are committed to a collaborative structure of intervention and student supports. All Tier 2 and Tier 3 students receive timely and consistent interventions during the school day. Intervention teachers will participate in grade level and team planning meetings.

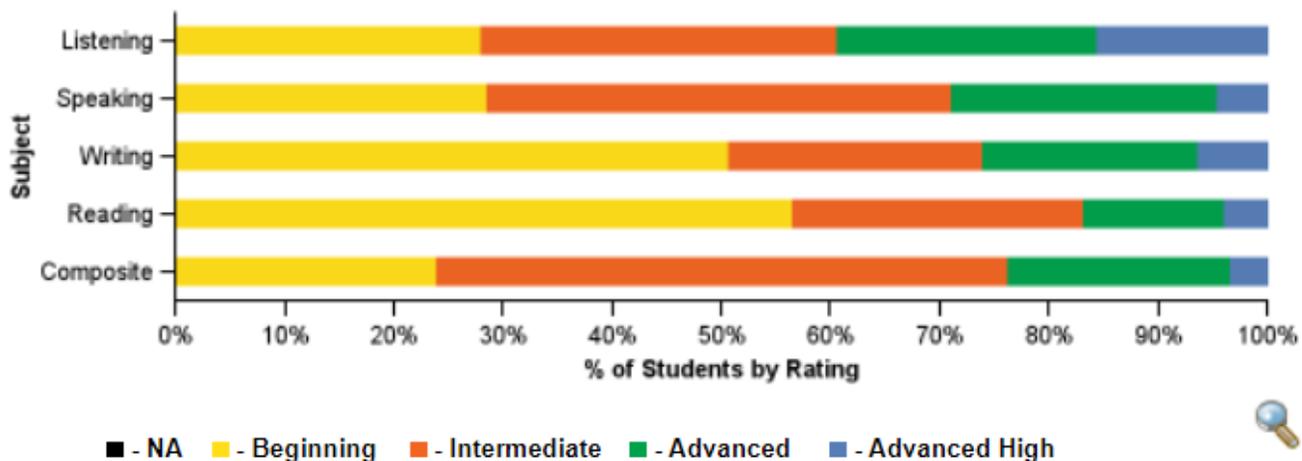


Student Learning Strengths

TELPAS Rating



Student's Current Grade Level:



Details

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Building consistency in schoolwide teacher capacity as it relates to Tier-1 instruction Root Cause: **Root Cause:** Lack of consistent content and vertical planning.

Priority Problems of Practice

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: RLA: The percentage of 3rd-5th grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 20% in Spring 2022 to 36% in Spring 2023.

Measurable Objective 1: By the end of 2022-2023 school year 90% of students will increase at least two (2) reading levels as measured by District Benchmark Running Records.

Evaluation Data Sources: District/Campus Running Records data reports for BOY, MOY and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students will track reading data and target students in small group instruction. As well as maintaining a stamina tracker to ensure students have stamina to read longer passages.</p> <p>Strategy's Expected Result/Impact: Students will consistently move up a level in reading throughout the school year.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrative team and campus DDIS.</p> <p>Action Steps: 1. Teachers will not only test students during the benchmark period but they will also test them monthly to track growth. 2. Teachers will ensure students are TIERed for small group. 3. Specialist and Teachers will plan for targeted instruction in small groups.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive in-depth small group intervention by our interventionist.</p> <p>Strategy's Expected Result/Impact: Students skills in comprehension will increase.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrative team and Interventionist.</p> <p>Action Steps: 1. Interventionist will meet and plan with classroom teachers on lacking skills. 2. Interventionist will follow IEP. 3. Monitor and adjust.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will hold parent & student meetings together to discuss data and look at strategies to improve.</p> <p>Strategy's Expected Result/Impact: Students & Parents will take ownership of their own growth and reading levels will increase</p> <p>Staff Responsible for Monitoring: Parent, student and teacher</p> <p>Action Steps: 1. Host parent meeting to discuss BOY data. 2. Show and explain strategies teacher can use to help 3. Set up follow up meeting to discuss scores after each assessment.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd through 5th grade students scoring at or above grade level in mathematics on the STAAR will rise from 21% in the spring of 2022 to 31% in the spring of 2023.

Measurable Objective 1: Students in Tiers 2 and 3 move up one tier from BOY to EOY based on the results of the Renaissance 360 assessments.

Evaluation Data Sources: Assessments for units, Renaissance 360, and formative district assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Assessments for units, Renaissance 360, and formative district assessments.</p> <p>Strategy's Expected Result/Impact: Decrease students gaps in number fluency and numeracy.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Interventionists, IAT Chairperson, classroom teachers.</p> <p>Action Steps: 1. Effective Tier I Instruction shall be provided by all classroom teachers. Formative district assessments will be used to evaluate Tier I Instructions.</p> <p>2. To develop conceptual knowledge, all teachers will incorporate number fluency into math class daily. Students will keep track of their progress while the teacher evaluates their number fluency.</p> <p>3. Two to three times a week, students will get interventions that are integrated into their everyday schedule. Monthly focus students will be identified by teachers, who will also monitor their progress.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive in-depth small group intervention by our interventionist.</p> <p>Strategy's Expected Result/Impact: Students math scores will increase and math fluency grow.</p> <p>Staff Responsible for Monitoring: 1. Interventionist 2. Teacher 3. Student (with tracker)</p> <p>Action Steps: 1. Interventionist will meet and plan with classroom teachers on lacking skills. 2. Interventionist will follow IEP. 3. Monitor and adjust.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will begin using Eureka Math with the support of the Teacher Specialist and the District Campus Instructional Coach</p> <p>Strategy's Expected Result/Impact: Math Fluency and understanding of word problems will increase</p> <p>Staff Responsible for Monitoring: 1. Teacher Specialist 2. District Campus Instructional Coach 3. Teacher and Student</p> <p>Action Steps: 1. All teachers will attend District Eureka training 2. Meet on a weekly basis to Internalize the lesson 3. Track growth in classrooms</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022-2023 school year, the number of identified Gifted and Talented students will increase from 4 to 10.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of the campus teachers and administrator will be Gifted and Talented certified in an effort to identify students who may qualify for GT.

Evaluation Data Sources: The GT campus coordinator will maintain a record of staff members GT certificates and provide GT professional development opportunities throughout the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will recommend students for GT evaluation and challenge students using depth and complexity instructional tools.</p> <p>Strategy's Expected Result/Impact: Prepare students to think critically and problem solve to ensure the number of students that qualify for GT program increase on campus.</p> <p>Staff Responsible for Monitoring: Administrative Team, Teachers, GT Coordinator</p> <p>Action Steps: Ensure the first instruction is rigorous and differentiated based on student ability. Identify potential students and recommend them for testing during testing window.</p> <p>Title I: 2.5 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will include projects and reports to students independent practice.</p> <p>Strategy's Expected Result/Impact: Students will begin to think critically and the number of GT students for the year will increase.</p> <p>Staff Responsible for Monitoring: 1. Gifted and Talented Coordinator 2. Teachers 3. Students</p> <p>Action Steps: 1. Create opportunities for students to complete projects 2. Monitor students on completion of projects.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide gifted and talented students with choice boards that include opportunities to participate in Renzulli lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student participation on Renzulli. Students complete project base learning independently.</p> <p>Staff Responsible for Monitoring: Classroom teacher with GT students and the GT Coordinator</p> <p>Action Steps: Provide GT students with choice boards/menu Monitor student progress on Renzulli lesson.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
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Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: By the end of the 2022-2023 school year, the number of Special Education students scoring at the Meets level will increase 10 percentage points from 35% in spring of 2022 to 43% in 2023 school year, as measured by STAAR in Reading and Math.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All Special Education students will score 60% or higher on district benchmark reading assessment. All Education Students reading levels will increase at least 2 levels as noted on district/campus BRR.

Evaluation Data Sources: Assessments for units, Renaissance 360, and formative district assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be pulled by their classroom teacher in targeted small groups.</p> <p>Strategy's Expected Result/Impact: Students reading levels and stamina will increase and will be documented using monthly BRR.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrative team and Interventionist.</p> <p>Action Steps: 1. Teachers will follow IEP and plan small group activities that foster student needs. 2. Teachers and students will track data to ensure strategies are working in small group. 3. Teacher will meet with interventionist/admin team to ensure IEP goals are being met.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive in-depth small group intervention by our interventionist.</p> <p>Strategy's Expected Result/Impact: Students skills in comprehension will increase.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administrative team and Interventionist.</p> <p>Action Steps: 1. Interventionist will meet and plan with classroom teachers on lacking skills. 2. Interventionist will follow IEP. 3. Monitor and adjust.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher will involve parents in growth of student progress by hosting meetings with parents to discuss progress and give strategies parents can use at home.</p> <p>Strategy's Expected Result/Impact: Students reading level and comprehension will increase.</p> <p>Staff Responsible for Monitoring: Teachers, parents and students</p> <p>Action Steps: 1. Host parent meeting, sharing students academic progress. 2. Discuss strategies parents can implement at home.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Target one to one instruction and workstation instruction.</p> <p>Strategy's Expected Result/Impact: Students will consistently increase reading levels throughout the school year</p> <p>Staff Responsible for Monitoring: 1. Teachers 2. Teacher Specialist 3. Admin Team</p> <p>Action Steps: 1. Assess students to identify baseline reading levels. 2. Maintain monthly running records to monitor progress 3. Allow students an opportunity to track their own data.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE The average daily attendance for students will be 95% or higher by the end of the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Conferences will be help with parents of student who have chronic attendance issues to help find solutions

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitoring of student attendance and phone calls to absent students daily.</p> <p>Strategy's Expected Result/Impact: Mitigate additional absences</p> <p>Staff Responsible for Monitoring: SIR clerk, Counselor, Wrap Around Specialist</p> <p>Action Steps: Identify students who are absent by 9:45am. Make phone calls to parents to see how the school can support the family and decrease absences. Provide additional services if needed.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create Q.R. Code for teachers to scan in their rooms when they have a student who has been absence for more than 2 consecutive days.</p> <p>Strategy's Expected Result/Impact: Phone calls and home visit will be made and parents will understand the importance of attendance and bring students to school.</p> <p>Staff Responsible for Monitoring: 1. Wraparound Specialist 2. Attendance Clerk 3. Classroom Teachers</p> <p>Action Steps: 1. Place Q.R. Codes in teachers classroom 2. Make home visits when students have missed 2 consecutive days 3. Hold parent meetings when students have more than 2 consecutive absences.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Have attendance sheets posted with students who are not at school by 8:45 and begin making phone calls</p> <p>Strategy's Expected Result/Impact: Mitigate additional absences</p> <p>Staff Responsible for Monitoring: Administrative Staff, SIR, Office Clerks</p> <p>Action Steps: 1. Review attendance records from previous year to identify students with prior attendance issues. 2. Conference with parents 3. Wraparound Specialist will make home visits.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Celebrate students and parents who are making an effort to get to school daily.</p> <p>Strategy's Expected Result/Impact: More students will make an effort to come to school. Parents will see the value in students coming to school daily.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Wrap Around Specialist, SIR Clerk, Admin</p> <p>Action Steps: Teachers: Maintain student attendance tracker Counselor/ Wrap Around Specialist: Maintain weekly classroom attendance tracker and reward the class. SIR: Provide the necessary attendance reports as needed. Admin: Plan the 6 weeks attendance celebrations.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE The number of out of school suspensions will decrease by 15% by the end of the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The percentage of students requiring a behavior plan for students experiencing chronic behaviors will decrease by 50%

Evaluation Data Sources: Teacher documentation, parent/teacher conference log, Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement PBIS campus wide strategies that will deescalate student behavior and ensure adults intervene in a positive manner.</p> <p>Strategy's Expected Result/Impact: Decrease off task behavior from students and decrease the number of referrals to the office.</p> <p>Staff Responsible for Monitoring: Administrative staff, teachers, and counselor</p> <p>Action Steps: Monitor teacher's classroom management to ensure they are teaching the PAWS expectations to students. Identify students with chronic behavior challenges. Administrators coach teachers to improve classroom management and ensure the lesson are engaging. Check in to determine progress after 3 weeks and adjust as needed.</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Tiger Bucks for Positive Behavior</p> <p>Strategy's Expected Result/Impact: Decrease off task behavior from students and decrease the number of referrals to the office.</p> <p>Staff Responsible for Monitoring: 1. Administrative Staff 2. Teachers 3. Counselor</p> <p>Action Steps: 1. Hold a meeting with teachers and students to explain the tiger bucks 2. Open the school store and allow students to shop 3. Create a weekly/month Student Celebration Board</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Counselors (Ms. Williams) guided lessons and include WrapAround Specialist Home Visit to get parents involved.</p> <p>Strategy's Expected Result/Impact: Decrease negative behaviors from students who are consistently being referred to the office.</p> <p>Staff Responsible for Monitoring: Admin. team, Counselor and WrapAround Specialist</p> <p>Action Steps: 1. Identify students with chronic behaviors 2. Meet with parents along with students to put a plan into place. 3. Meet with teachers to ensure they are enforcing de-escalation strategies in class.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION By the end of the 2022-2023 school year, all students will engage in at least two inclusive programs and two internet safety programs.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students will participate in a BOY pre-assessment and an EOY post- assessment measuring their knowledge of bullying, internet safety, inclusivity and cyber bullying.

Evaluation Data Sources: Great documentation, Internet and Cyber Bullying Participation Log.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will provide lessons for all grade levels about bullying and inclusivity. Students will complete at least two digital citizen lessons that address internet safety and cyber bullying. Counselor will work with teachers to address bullying, internet safety, cyber bullying and inclusivity in their classroom.</p> <p>Strategy's Expected Result/Impact: Increase student level of awareness for bullying, internet safety, inclusivity and cyber bullying via counselor designed lessons and online internet safety/cyber bullying course.</p> <p>Staff Responsible for Monitoring: Counselor and wrap Around Specialist</p> <p>Action Steps: Counselor will use the district pre-assessment for students in the classroom setting. Counselor and Wrap Around Specialist will develop lessons and/or secure speakers for identified topics. Students participate in online courses. Data is analyzed to identify campus trends and areas of needed support.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students will participate in lesson that inform them on age-appropriate signs of depression, anxiety and mental health.</p> <p>Strategy's Expected Result/Impact: Students will become aware of signs to look for in themselves as well as their peers. In addition, teachers will learn the signs that indicate a student is having a mental health crisis.</p> <p>Staff Responsible for Monitoring: Administrative Team, Counselor, WrapAround Specialist & Nurse.</p> <p>Action Steps: 1. Counselor will create and share digital content that is appropriate for each grade level. 2. Students will complete lesson through their Social Studies lessons 3. Counselor will visit classroom weekly to check in with students and teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will hold weekly Community Circles with students who have more than 2 office referrals.</p> <p>Strategy's Expected Result/Impact: Improve students behavior and gives them a safe place to speak about their issues</p> <p>Staff Responsible for Monitoring: Counselor and Administrative Team</p> <p>Action Steps: 1. Gather office referrals and create a list of students who have more than two. 2. Set up parent conferences to discuss the plan to have students meet with the counselor. 3. Create a behavior plan with student to check in daily.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselor and Wraparound Specilaist will host Bullying Sessions for students to discuss any issues they are having while at school.</p> <p>Strategy's Expected Result/Impact: As a campus, we will see a decrease in bullying infractions.</p> <p>Staff Responsible for Monitoring: Counselor, WrapAround Specialist and Administrative Team</p> <p>Action Steps: 1. Gather office referrals and create a list of students who have more than two. 2. Set up parent conferences to discuss the plan to have students meet with the counselor. 3. Create a behavior plan with student to check in daily.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: All students will score at 60% or higher on all district benchmark assessments.

Evaluation Data Sources: District benchmark assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Track data along with students and parents</p> <p>Strategy's Expected Result/Impact: Students scores will increase over time to the targeted goal of at least 60% on benchmark assessments.</p> <p>Staff Responsible for Monitoring: Administrative team, Special Education teacher, classroom teachers</p> <p>Action Steps: 1) After each assessment teachers will analyze data to determine instructional next steps 2) SPED and General Education teachers will review student data collaboratively. 3) Monitor, reteach and regroup as needed.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrative Team will have designated look-fors to ensure the special populations academic needs are met.</p> <p>Strategy's Expected Result/Impact: Growth in reading for all students coded in one of the special pops</p> <p>Staff Responsible for Monitoring: Leadership Team, Teacher and Students</p> <p>Action Steps: Weekly Walk-Throughs and Observations.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop an incentive plan for growth on all assessments</p> <p>Strategy's Expected Result/Impact: An increase on all student assessments</p> <p>Staff Responsible for Monitoring: Teachers, Administrative Team and Students</p> <p>Action Steps: 1. Create campus based assessments. 2. Track all growth in class and in the planning room. 3. Notice parents of progress or lack thereof</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: English Language learners will increase at least one proficiency level during the 2022-2023 school year.

Evaluation Data Sources: Imagine Language Literacy Reports; Small group and intervention data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increased level of proficiency of EL students</p> <p>Strategy's Expected Result/Impact: Increased level of proficiency of EL students</p> <p>Staff Responsible for Monitoring: Administrative team, Classroom Teachers, Interventionist</p> <p>Action Steps: 1) Track Imagine learning data for student progress and time spent on the application weekly. 2) Use EL flip chart to implement in small group with EL students</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and track Special Population Data</p> <p>Strategy's Expected Result/Impact: Increase scores in Reading, Math and Science</p> <p>Staff Responsible for Monitoring: Teachers, Administrative Team, DDIS and Students</p> <p>Action Steps: 1. Teacher Specialist and DDIS will create trackers for teachers to use. 2. Ensure teachers are tracker data at least 48 hours after an assessment 3. Hold parent meetings to go over students data.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Include Supplemental Aides and Sheltered Instruction Strategies in all lessons</p> <p>Strategy's Expected Result/Impact: Increase in students data.</p> <p>Staff Responsible for Monitoring: Teachers, Teacher Specialist and DDIS</p> <p>Action Steps: 1. Host a training on Supplemental Aides 2. Ensure teachers have looked at students IEP's if accessible</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: 90% of parents will participate in virtual and/or in-person school-wide events.

Evaluation Data Sources: Event attendance logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will have timely information about school events so they may schedule time to attend.</p> <p>Strategy's Expected Result/Impact: Parents will have timely information about school events so they may schedule time to attend.</p> <p>Staff Responsible for Monitoring: Administrative team, counselor, wraparound specialist and classroom teachers</p> <p>Action Steps: 1) School Messenger lists will be created at school level, grade level and class level to effectively communicate with all parents in a timely manner. Twitter and Class Dojo will provide and additional way to communicate with parents. 2) Track parent participation for all school events. 3) Encourage parents to get VIPS approved.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule events for parents and family engagement. A calendar at a glance will e sent home so parents will be able to pre-plan to attend.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: 1. Administrative Team, 2. Wraparound Specialist 3. Teachers</p> <p>Action Steps: 1. Pre-planned Calendar 2. Flyers sent home in advance. 3. Marquee Announcement.</p> <p>Title I: 2.4, 2.6, 4.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop and Begin a Campus PTO Strategy's Expected Result/Impact: Increase Parental Involvement Staff Responsible for Monitoring: Counselor, Wraparound Specialist and Teachers Action Steps: 1. Create a flyer and place on Campus ClassDojo to alert parents we are beginning a PTO 2. Host after school meetings to discuss joining PTO Title I: 2.4, 2.6, 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Grace Mosley

Estimated number of students to be screened: 575

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>Strategy 1: School nurse will create a schedule to ensure all immunization data entry and state reporting is completed within the expected time line.</p> <p>Strategy's Expected Result/Impact: 100% compliance with immunization monitoring</p> <p>Staff Responsible for Monitoring: School Nurse</p> <p>Action Steps: Create and follow schedule to ensure all immunizations have been completed.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During Enrollment, ensure all students have update immunization records.</p> <p>Strategy's Expected Result/Impact: 100% Compliance with immunization monitoring</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: Create and Follow the schedule to ensure all immunizations have been completed</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Grace Mosley

Estimated number of students to be screened: 350

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>Strategy 1: Nurse will create a schedule to screen all K, 1, 3, and 5 grade students .</p> <p>Strategy's Expected Result/Impact: 100% compliance with vision screening</p> <p>Staff Responsible for Monitoring: Principal and School Nurse</p> <p>Action Steps: 1) Identify screening dates by grade level 2) Communicate schedule to classroom teachers 3) Complete vision screening</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a Q.R. Code for teachers in 2nd and 4th Grade who are not included in the universal screener.</p> <p>Strategy's Expected Result/Impact: All students will receive a vision assessment</p> <p>Staff Responsible for Monitoring: Nurse and Classroom Teacher</p> <p>Action Steps: 1. Create QR Code to place in classrooms 2. Meet with parents to share findings</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Sign up for HISD free Glasses Program</p> <p>Strategy's Expected Result/Impact: All students will be able to get the correct glasses that are needed</p> <p>Staff Responsible for Monitoring: Nurse, and Teacher</p> <p>Action Steps: 1. Sign Up for District Free Eyewear Program.</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

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

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

Estimated number of students to be screened: 350

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>Strategy 1: Nurse will create a schedule to complete hearing screenings for all K, 1, 3, and 5 grade students .</p> <p>Strategy's Expected Result/Impact: 100% compliance with hearing screenings</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: 1) Identify dates by grade level 2) Communicate schedule with teachers 3) complete hearing screenings</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Nurse will conduct Classroom Visits to monitor students who have been noted to have hearing problems</p> <p>Strategy's Expected Result/Impact: Nurse will fully be able to explain the impact of hearing concerns to parents</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: 1. Complete Hearing Screening 2. Create schedule to visit classroom 3. Send reports to parents.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a Q.R. Code for teachers in 2nd and 4th Grade who are not included in the universal screener.</p> <p>Strategy's Expected Result/Impact: All students will receive assistance if they are struggling with hearing</p> <p>Staff Responsible for Monitoring: Nurse and Classroom Teacher</p> <p>Action Steps: 1. Create QR Code to place in classrooms 2. Meet with parents to share findings</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Assessments for units, Renaissance 360, and formative district assessments.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers and students will track reading data and target students in small group instruction. As well as maintaining a stamina tracker to ensure students have stamina to read longer passages.
2	1	1	1	Assessments for units, Renaissance 360, and formative district assessments.
3	1	1	1	Teachers will recommend students for GT evaluation and challenge students using depth and complexity instructional tools.
4	1	1	1	Students will be pulled by their classroom teacher in targeted small groups.
4	1	1	2	Students will receive in-depth small group intervention by our interventionist.
4	1	1	3	Teacher will involve parents in growth of student progress by hosting meetings with parents to discuss progress and give strategies parents can use at home.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Assessments for units, Renaissance 360, and formative district assessments.

State Compensatory

Budget for 475 Elmore Elementary School

Total SCE Funds: \$115,804.00

Total FTEs Funded by SCE: 2.3

Brief Description of SCE Services and/or Programs

Elmore ES Comp Ed funds are used to fund or partially fund teaching assistants and 1 teacher. We also use these funds to purchase classroom supplies for first time and Tier 2/3 instruction.

Personnel for 475 Elmore Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jalen Watson	Teaching Assistant	0.5
Rashanique Williams	Teaching Assistant	1
TaCarya Chretien	Teacher, Fifth Grade	0.8

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Instructional Leadership team, selected teachers and community members.

Due to students performance in Domains 1 and 2 on STAAR, many students will participate in accelerated instruction as required by HB 4545.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Parents and other stakeholders are actively involved in addressing student achievement needs, including systems to actively support the community served by Elmore ES.
- Campus principal, leadership team members, teachers, and paraprofessionals work as a cohesive unit to develop and carry out the plan through SDMC meetings, instructional leadership meetings and collaboration with our SSO and other instructional support staff.

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:

- Observations
- Walkthroughs
- Coaching and Feedback sessions
- Professional Learning Communities.

Monitoring of these strategies are consistently added as an agenda item for discussion.

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

The SIP is available to parents in the following locations:

Campus Website

The SIP was made available to parents by:

Christina Jordan

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

- Small group tier 1 instruction (Guided Reading, Guided Math instruction)
- Grade level content based intensive interventions (5 times per week)
- Small group pull-out instruction
- Wraparound Services
- Counseling Services
- Social Emotional Learning strategies

2.5: Increased learning time and well-rounded education

Students will engage in instruction from the beginning of class to the end of class everyday. In order to increase the learning time our campus is committed to beginning instruction upon arrival with DEAR time followed by a daily Do Now that spirals and reviews previously taught skills. Student instruction is modeled after the "Gradual Release" approach mini lesson, opportunities to have small group instruction on current TEKS by teachers and working independently or with their peers in a content based workstation. Students are exposed to all content areas, building fine arts for a minimum of 50 minutes per day.

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
- Bi-weekly At-BATs
- Small Group Instruction based on student data needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The School-wide plan will be evaluated quarterly along with the instructional component.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- April Williams (counselor and Title 1 coordinator)
- SDMC Committee
- Mr. Calvin Galmon (Wraparound Specialist)

The PFE was distributed

- On the campus website
- September 22, 2022 via Class Dojo and paper copy with students

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Nights by content area
- Houston Food Bank Mobile Unit
- Door prizes, raffles
- Parent classes focused on English, computer skills, job acquisition

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

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** -
- Meeting #1 Alternate -
- **Meeting #2** -
- Meeting #2 Alternate -
- **Meeting #3** -
- Meeting #3 Alternate -
- **Meeting #4** -
- Meeting #4 Alternate -

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charity Semien	Teacher Specialist, 11M		1
Chloe Johnson	Teacher Specialist, 11M		1

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

1. _____

2. _____

3. _____

4. _____

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

1. _____
2. _____
3. _____
4. _____

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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