

**Houston Independent School District
253 Walnut Bend Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

Walnut Bend Elementary School develops college-bound, critical thinkers who understand that the interactions between natural systems and human choices impact our history and our future.

Vision

We are a neighborhood school that prepares our students for college by providing:

- A solid, core academic program
- Targeted, responsive interventions and extensions
- Focused project-based learning experiences

We will accomplish this by transitioning our school to an International Baccalaureate Primary Years Program and adjusting our scope and sequence to accommodate units that engage students in high level thinking and problem solving as they become internationally-minded individuals. Our vision is to create students who can demonstrate achievement of the Texas Essential Knowledge and Skills and who are prepared to excel at the middle and high school level and beyond through inquiry-based lessons that fully engage their thinking.

Value Statement

Walnut Bend Elementary values the development of all aspects of our student. We value and focus on student growth in all areas. We understand where our students are academically, socially, emotionally, and developmentally and work from each baseline to teach them to set goals and strive for improvement in all areas. It is through this lens of continuous progress that we guide our students to the understanding that their focused efforts pay off dividends in the end.

Student engagement is key to our success in all areas. We value classrooms and student learning experiences that make students want to come to school and light the fire for learning every day. Developing a hunger for reading is among our most important values for engaging students in their education.

Finally, we strive for engagement in school by developing a sense of belonging and a strong school culture at Walnut Bend. It is through these social and emotional learning experiences that we hook students in the learning process.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walnut Bend is a neighborhood school with 652 culturally and socioeconomically diverse students in elementary grades Pre-K through 5th. 86.9% of our learners are economically disadvantaged. Over 47.4% are Hispanic, 35.6% are African American, and the remaining learners are primarily White. Over 38.2% of our learners qualify as Emergent Bilingual. 6.4% are identified as Gifted and Talented, 6.9% are Special Education, and 50.6% are At Risk. enrollment has been at a decline for the past several years due to the large amount of apartment complexes zoned to Walnut Bend. Also, several of the house communities prefer to send their children to private school versus their zones school.

Demographics Strengths

While our Hispanic population needs continuing support to master their learning in English, their families support their learning however they can and value the education they receive at Walnut Bend. The students are willing to work hard and spend extended time in school learning. This is our highest performing subgroup during pre-pandemic times.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: ELL students are not making adequate growth in English language acquisition to meet the requirements of the STAAR pass rates. **Root Cause:** Lack of time and resources dedicated to ESL instruction.

Student Learning

Student Learning Summary

We prepare our learners by providing a solid, core academic program; targeted, responsive interventions and extensions; and focused project-based learning experiences. Walnut Bend has taken on the challenge of assessing and rebuilding our curriculum and instruction to align with the International Baccalaureate Primary Years Program toward eventual authorization with that organization.

Our school now has a B rating from the TEA Accountability program.

Every decision we make at Walnut Bend Elementary is data-driven. Every year, we meet as a Shared Decision-Making Committee (S.D.M.C.). This committee meets to look at data and the S.M.A.R.T. goals for the following year. We look at our strengths and weaknesses within the data to determine our goals. Our TEA Accountability Summary included a Met Standard on Student Achievement, School Progress, and Closing Gaps. The attendance rate for the 2021-2022 school year was 91.3, down from 92.8% the previous year, and indicators show continuing drops this year due to continuous COVID-19 quarantines and students with habitual absences.

Overall reading performance increased from 57% to 69%, with 3rd grade increasing by 15%, 4th grade increasing by 26%, and 5th grade increasing by 13% respectively. Reading contains cyclical content and teachers continue teaching the same skills with increasingly difficult text, therefore gaps were easily addressed through interventions and progress monitoring.

Math progress relies heavily on small group instruction utilizing manipulatives and systematic instruction moving them from concrete to abstract understanding, which was difficult to non-existent during the pandemic, so the foundational skills are not present. Our worst overall scores are the Math scores, but there were consistent increases with an overall increase from 42% to 55%, with 3rd grade increasing by 2%, 4th grade increasing by 13%, and 5th grade increasing by 14% respectively. Although there was an increase in 83% of the math areas, there were still only 51% of students in each grade level that met approaches.

Overall, Walnut Bend scores increased in 100% of all the overall scoring areas, in reading, math, and science and all subgroups with the exception of Asian for math and SpEd for Reading and math. To further put these scores in perspective, we compared them to scores around our district. Our writing scores were only 4% lower than the district average, and reading only 6% lower. Math scores displayed the highest gap at 15% below the district average. When compared to our schools in the West Area, only four schools did NOT see a drop in scores, Walnut Bend was one of them. When compared to HISD, only 12% of school did not see a decrease in reading scores due to COVID-19, and Walnut Bend was in that group. Furthermore, on average those schools only tested 79% of their students, while Walnut Bend tested 97%. Only 3% of schools testing 96% of their students showed gains, and Walnut Bend was one of those schools. In math, every HISD school showed a decline with the average drop being 24%. Walnut Bend was only 4% under this mark. While the scores were not where we wanted them to be, our school was able to maintain previous levels of comparison performance with the district.

Our 2nd-grade data shows that our programs in early grades are working for our students, and most who have been continuously enrolled in our school do well as entering 3rd graders. We struggle in 3rd and 4th grade as students are testing in all English for the first time. Our SPED students were able to show an increase over this subgroup in the 2019 school year, showing increases of 3%, 1%, and 3% respectively in Approaches, Meets, and Masters performance overall. Their reading performance was especially impressive with increases in those areas of 19%, 4%, and 8%. This subgroup showed less decline than others, with only 5% and 1% decrease from 2019 in the Approaches and Meets levels, with no students at the Masters level either year.

Student Learning Strengths

We were greatly encouraged by our performance on STAAR last year in some areas. 4th grade saw greater progress than either 3rd or 5th grade, and overall reading and writing were areas of relative strength. Our performance compared to other schools was comparable to pre-pandemic rates. We actually had an increase in 25% of scoring areas, which we did not expect and which exceeds what happened at many schools. We are also encouraged that we could get such a large number of students tested so we could have those baseline scores for comparison and for measuring progress.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Alignment of instruction and intervention to data and consistent progress monitoring to ensure student growth. **Root Cause:** Lack of dedicated time for data analysis. Lack of consistent lesson planning

School Processes & Programs

School Processes & Programs Summary

Our school has a Transitional Bilingual program in place from PK-2nd grade with students transitioning to all English instruction in 3rd and 4th grades. Our ESL instruction in the classroom has been sufficient to keep our TELPAS rates strong enough to meet the Accountability measure. However, the pandemic took a toll on our Spanish speaking students who have not progressed to the same degree as in previous years. Extended time at home and less time interacting in English has stalled progress. For the first time in many years, we have a Spanish Bilingual program in 3rd grade.

Our reading program consists of a support interventionist for Dyslexia and an additional interventionist who works primarily with 3rd and below. We contract with Literacy Now to serve 64 students in 1st and 2nd grade, and will add a component of ESL phonics instruction for our Spanish Bilingual students. Really Great Reading will build our instructional foundation for phonemic awareness and phonics in all grades. Imagine Literacy has been used as supplemental program to meet students at their individual levels of need.

We have included a math interventionist this year to support 2nd and 3rd graders and build numeracy and number sense to better prepare for STAAR. In addition, we have partnered with area schools to train our teachers with Vontoure Learning for several years to build instructional capacity. Imagine Math and ST Math have been used to meet students individual math needs.

Our SPED program consists of self-contained classes for SLC-Trek and BSC students, as well as both pull out and push in support for Resource students.

To build instructional capacity among our teachers and increase rigor and higher level thinking for our students we have started the process of becoming an authorized International Baccalaureate Primary Years Program.

School Processes & Programs Strengths

While our progress as an International Baccalaureate Primary Years Program Candidate School has slowed due to the COVID-19 pandemic and the new instructional requirements that have taken precedence in our classrooms, we continue to move forward with improving curriculum and instruction on our campus and increasing rigor for all students.

Additional SPED support personnel have been shifted to support students in the general education setting to a greater degree, and this contributed to the increased STAAR scores for those students.

We have a strong system of master retired teachers who support our students in small groups. We are continuing to align their work with student needs based on data and use this time and expertise to fill the learning gaps caused by the pandemic.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Consistent progress monitoring **Root Cause:** Lack of time and system for documentation. Lack of consistent grading and assessment plan.

Perceptions

Perceptions Summary

Being a neighborhood school is not considered a positive in our district. We have made concerted efforts over the past ten years to change community perception of our school, and members of the community love what they see when they come in our doors. However, the fact that perception remains that Magnet schools are better and the decision to add a STEAM Magnet and a French Immersion Magnet in addition to the Vanguard Magnet within a short distance from Walnut Bend has continued to deplete our school of some of our strongest students. The neighborhood homeowners cannot see past the demographics of our school to invest in sending their students here when the majority of their neighbors living in our zone either choose Private schools, Magnets, or Charters.

We believe that culture and climate are key to our school's success. We work hard to develop strong instructional teams and professional culture that makes our school home for our teachers and staff. We want students and teachers to look forward to each day and to be in school. To that end, we seek to educate the whole child, to build in mentoring opportunities and to utilize our Wraparound Resource Specialist and our CIS Case Manager to develop the students social and emotional selves, and to fill needs that impact learning. We have developed a House system like in Harry Potter so all students feel a sense of belonging and acclimate to our school.

We do not have a culture of discipline problems, but we do have some outlier students who make learning difficult for themselves and others. We use all resources to try to alleviate the problems and take opportunities to teach coping mechanisms and skills for problem solving while keeping the students in class and in school.

Attendance has become an ever increasing issue due to the COVID-19 pandemic. Quarantines and fear have kept kids from school, and difficulties with technology and parents' ability to support students' learning outside of school contribute to the loss in school time. This has contributed to the learning gaps and difficulties with mastering English on our campus.

Most of our parents work outside the home which doesn't allow a strong school connection, but they make themselves available for us whenever needed. Our families want their students to do well in school and support their classroom teacher in his/her efforts.

Perceptions Strengths

We work hard to keep parents as involved as we can. In the past we have engaged in many on campus events for parents, but the pandemic has not allowed that to continue. We have adopted the school wide use of Class Dojo to try to keep a running record of things happening in school to share with the parents and have an open communication line with them for updates and glimpses into our day. For the most part, parents are happy with Walnut Bend. Our teachers work hard to make them partners in the learning process and share successes along the way. We maintain Gold or Platinum status each year for being an HISD Family Friendly school.

While our House program had to be put on pause last year during the height of the pandemic, we are finding ways this year to include it in our classrooms and as part of our student experience. It has proven vital to student engagement and gives a sense of family for students who need that additional connection.

Our work as an IB PYP Candidate School will eventually lead to our designation as a School of Choice in HISD, which may help with increasing neighborhood homeowners confidence in sending their students to Walnut Bend.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Students and parents are struggling with understanding the importance of consistent school attendance, **Root Cause:** Elimination of in-person events, extra-

curricular activities, House system participation, and low expectations of attendance due to COVID.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 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
- Student surveys and/or other feedback
- 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
- Equity data

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
- Study of best practices
- 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 - 50% of 3rd-5th grade students will perform at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Strategic Priorities:

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

Measurable Objective 1: ELAR - 75% of students in grades 1-5 will gain one year's growth on the Literacy Ren360 assessment from the 2022 BOY assessment to the 2023 EOY assessment.

Evaluation Data Sources: 2023 EOY reading assessment data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 85% of teachers will participate in the RTI process through small group instruction and progress monitoring during the intervention block.</p> <p>Strategy's Expected Result/Impact: Students will be grouped and taught on their individual level in order to decrease learning gaps.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>Action Steps: 1. Train teachers, interventionists , and appraisers on the RTI process during Pre-service. 2. Train teachers on online intervention resources during Pre-service/PLCs. 3. Appraiser will observe, coach, and develop small group lessons, the intervention process, progress monitoring, and the record keeping. 4. Teacher Specialists and Interventionists will support as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: 100% of teachers and interventionists will attend PLCs weekly to address areas of concern in instruction and student data weekly.

Evaluation Data Sources: PLCS Agenda, Minutes, and Sign In Sheets
 TTESS Data
 Formative Assessment Data
 Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on how to read TEKS and ensure that their lesson, resources, and assessments are aligned. .</p> <p>Strategy's Expected Result/Impact: Students will be taught the appropriate content and assess at the appropriate rigor</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>Action Steps: 1. Train teachers how to read the different parts of the TEKS. 2. Train teachers on using Lead4ward resources to get a better understanding of how TEKS are assessed. 3. Set the expectations for Do Nows and Exit Tickets. 3. Monitor lesson plans, assessments, and reviews for alignment. 4. Monitor student data and adjust the level of PD during PLCs as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3: 75% of our parents will attend a Parent Involvement activity at least 2 times out of the school year.

Evaluation Data Sources: Parent Involvement Activity Sign In Sheets
 Parent Involvement Activity Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that anytime parents are on campus for a Parent Involvement activity, we teach them a skill that they can help us with at home.</p> <p>Strategy's Expected Result/Impact: Parents will be empowered with resources to help their child at home</p> <p>Staff Responsible for Monitoring: Principal and Title I Coordinator</p> <p>Action Steps: 1. Set dates for Parent Involvement Activities throughout the year. 2. While planning events, determine areas of concern for students at the time of event. 3. Create activities ore presentations to show/give during activities that parents can use at home.</p> <p>Title I: 4.1, 4.2</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 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: MATH - 35% of 3rd-5th grade students will perform at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Strategic Priorities:

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

Measurable Objective 1: 75% of s students in grades 1-5 will gain one year's growth on the Math Ren360 assessment from the 2022 BOY assessment to the 2023 EOY assessment.

Evaluation Data Sources: 2023 EOY math assessment data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 85% of teachers will participate in the RTI process through small group instruction and progress monitoring during the intervention block.</p> <p>Strategy's Expected Result/Impact: Students will be grouped and taught on their individual level in order to decrease learning gaps.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>Action Steps: 1. Train teachers, interventionists , and appraisers on the RTI process during Pre-service. 2. Train teachers on online intervention resources during Pre-service/PLCs. 3. Appraiser will observe, coach, and develop small group lessons, the intervention process, progress monitoring, and the record keeping. 4. Teacher Specialists and Interventionists will support as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: 100% of teachers and interventions will attend PLCs weekly to address areas of concern in instruction and student data weekly.

Evaluation Data Sources: PLCS Agenda, Minutes, and Sign In Sheets

TTESS Data

Formative Assessment Data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on how to read TEKS and ensure that their lesson, resources, and assessments are aligned. .</p> <p>Strategy's Expected Result/Impact: Students will be taught the appropriate content and assess at the appropriate rigor</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>Action Steps: 1. Train teachers how to read the different parts of the TEKS. 2. Train teachers on using Lead4ward resources to get a better understanding of how TEKS are assessed. 3. Set the expectations for Do Nows and Exit Tickets. 3. Monitor lesson plans, assessments, and reviews for alignment. 4. Monitor student data and adjust the level of PD during PLCs as needed.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: 75% of our parents will attend a Parent Involvement activity at least 2 times out of the school year.

Evaluation Data Sources: Parent Involvement Activity Sign In Sheets
 Parent Involvement Activity Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that anytime parents are on campus for a Parent Involvement activity, we teach them a skill that they can help us with at home.</p> <p>Strategy's Expected Result/Impact: Parents will be empowered with resources to help their child at home</p> <p>Staff Responsible for Monitoring: Principal and Title I Coordinator</p> <p>Action Steps: 1. Set dates for Parent Involvement Activities throughout the year. 2. While planning events, determine areas of concern for students at the time of event. 3. Create activities ore presentations to show/give during activities that parents can use at home.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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: 70% percent of 3rd-5th Grade students will perform at or above Approaches as measured in Domain 1 on STAAR.

Strategic Priorities:

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

Measurable Objective 1: 75% Rdg/65% Math of 3rd-5th grade students will perform at or above Approaches as measured in Domain 1 on STAAR.

Evaluation Data Sources: 2023 STAAR Reading STAAR Scores

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that 4th-5th grade students that did not pass the STAAR in 2022 receive their appropriate HB4545 hours.</p> <p>Strategy's Expected Result/Impact: These students will be retaught on grade level skills</p> <p>Staff Responsible for Monitoring: Principal and ALC Liaison</p> <p>Action Steps: 1. Identify students that did not pass 2. Identify TEKS that need to be retaught during PLCs 3. Schedule pullout time during the day and after school. 4. Assess every 3 weeks.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that PK-2nd Grade students are getting a strong foundation though vertical alignment meetings.</p> <p>Strategy's Expected Result/Impact: Because the 3rd-5th grade teachers are know what their students are struggling with, they are able to stress the importance</p> <p>Staff Responsible for Monitoring: Principal and PLC Facilitators</p> <p>Action Steps: 1. Plan vertical alignment meetings throughout the year. 2. Determine priority TEKS that students are struggling with. 3. Use Lead4ward vertical alignment materials to determine the basic skills needed at every grade level. 4. Ensure that formative assessments are aligned and at the appropriate rigor.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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: Ensure that teachers implement the gradual release model using I Do, You Do, We Do in every lesson.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to model academic expectations, guide students, and be able to assess their knowledge.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers</p> <p>Action Steps: 1. Train teachers on the I Do, You Do, We Do Model. 2. Roll out expectations and feedback gradually. 3. Determine exemplars and allow others to observe. 4. Monitor through lesson plans and observations.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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: 30% of students receiving special education services will perform at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of the SpEd teachers will be certified by the end of the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that the current SLC teacher is supported in completing her certification program,.</p> <p>Strategy's Expected Result/Impact: She will be fully certified and dedicated to our school.</p> <p>Staff Responsible for Monitoring: Principal, SpEd Chair, Certification Advisor</p> <p>Action Steps: 1. Hire her as a Long Term Sub 2. Ensure she has enrolled in a certification program. 3. Communicate with her certification advisor. 4. Have SpEd chair mentor teacher. 5. Hire an additional TA to assist in class for additional support.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Hire a second SLC teacher.</p> <p>Strategy's Expected Result/Impact: Reduce the SLC class size.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Action Steps: 1. Post position. 2. Continue to interview applicants.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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: Retain current certified SpEd teachers and their teacher Assistants.</p> <p>Strategy's Expected Result/Impact: The SpEd program will be consistent and remain in compliance,</p> <p>Staff Responsible for Monitoring: Principal and Admin Team</p> <p>Action Steps: 1. Meet at BOY to discuss compliance expectations. 2. Ensure that teachers felt supported and have the resources and materials that they need. 3. Ensure admin are available for ARDs and other meetings. 4. Ensure students' goals are aligned with TEKS and STAAR expectations. 5. Monitor through PLCs and surveys.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - During the 2022-2023 school year attendance will increase.

Strategic Priorities:

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

Measurable Objective 1: Overall all attendance or the 2022-2023 will increase from 91.3% to 94.3%.

Evaluation Data Sources: PowerSchool data reports

A4E

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that teachers understand that they are the first point of contact.</p> <p>Strategy's Expected Result/Impact: Teachers are able to communicate the importance of school and exactly what content is being missed.</p> <p>Staff Responsible for Monitoring: Homeroom Teacher and Registrar</p> <p>Action Steps: 1. Ensure that teachers call parents after the second absence. 2. Hold parent conferences with an admin present to discuss importance of their child being at school everyday after the fifth absence. 3. Have Wraparound Specialist communicate to provide any available needed resources.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create schoolwide incentive every time a class gets 5 days Perfect Attendance in a row.</p> <p>Strategy's Expected Result/Impact: Promotes attendance in a positive way</p> <p>Staff Responsible for Monitoring: Wraparound Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June

- Action Steps:** 1. Plan class incentives for each month.
 2. Each class will have the letters EAGLE.
 3. Every time they are able to spell EAGLE without missing a day they win a party (ex. Glow Party)

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - For the 2022-2023 school year student off task behavior will decrease.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of the teachers will implement classroom expectations and schoolwide agreements in their classroom.

Evaluation Data Sources: TTESS Appraisals
Teacher Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Schoolwide focus for the year will be high behavioral expectations.</p> <p>Strategy's Expected Result/Impact: Students will have a clear understanding of Walnut Bend's behavioral expectations.</p> <p>Staff Responsible for Monitoring: Principals and Admin</p> <p>Action Steps: 1. Training on schoolwide agreements before school started. 2. Monitor and adjust through PLCs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 100% of all classrooms will develop classroom expectations aligned to the IB Learner Profile and communicate to students through posting in classroom and on Class Dojo and including in Open House presentation.

Evaluation Data Sources: Classroom and Class Dojo
Open House PowerPoint Presentation

Measurable Objective 3: There will be 100% school wide implementation of Class Dojo and the RCA House App for monitoring daily adherence to classroom expectations.

Evaluation Data Sources: Class Dojo
RCA House App

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

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

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

Estimated number of students to be screened: 649

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

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Nicole Meche

Estimated number of students to be screened: 440

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

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

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

Estimated number of students to be screened: 440

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

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Nicole Meche

Estimated number of students to be screened: 300

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

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

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

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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Provide for students physical health and well-being through food distributions 12 times during the school year.

Evaluation Data Sources: Compliance reports from Brighter Bites and the Houston Food Bank enrollment

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 253 Walnut Bend Elementary School

Total SCE Funds: \$109,405.71

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We use these funds to provide for student tutoring needs through the support of retired teachers who work on an hourly basis. In addition to this we fund a reading interventionist from this fund. The remainder is spent on materials and supplies.

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 Alecia McMillian, Principal, with the support of the campus Leadership Team.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP 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: New Principal Profile meeting input, SDMC discussions, surveys, collection of data through formal conferences and meetings and information conversations. Students are involved through their House meetings, classroom discussions, and surveys.

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: meetings with stakeholders for perception of program, formal data collected by the contracted interventionists, teacher input regarding training opportunities, generated reports from online resources.

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

The CIP is available to parents in the following locations: campus, parent meetings, school website

The CIP was made available to parents by: SDMC meeting, school website

We provide the CIP 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: Schoolwide PD during PLCs and District Staff Development time to build teacher capacity for teaching mathematics, utilization of online resources, interventions and tutorials.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: after school tutorials, pullout interventions during the school day, after school clubs, fine arts opportunities, and sports.

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 through planning meetings, professional development trainings, mentor opportunities, and campus induction
- Proficient Tier 1 explicit instruction taking place in all content areas through classroom observations, IB PYP planning sessions, and data PLCs
- Bi-weekly AT BATs through PLC meetings and team planning sessions
- Small Group Instruction based on student data needs through classroom instruction, contracted services, and retired teacher interventionists

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent
- Title 1 Coordinator
- Leadership Team
- PTO
- CIS
- Wraparound Resources Specialist

The PFE was distributed

- On the campus website
- Title 1 meetings

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- FACE Dept. partnership for meetings/trainings
- Family Academic Content Nights (Virtual)
- School wide communication through Class Dojo, flyers, newsletters, School Messenger, Twitter, Facebook, Instagram
- Parent University (virtual)
- Open House/Meet the Teacher events

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement (PFE) Policy 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: New Principal Profile meeting input, SDMC discussions, surveys, collection of data through formal conferences and meetings and information conversations. Students are involved through their House meetings, classroom discussions, and surveys.

The PFE Policy is available to parents in the following locations: campus, parent meetings, school website

The PFE Policy was made available to parents by: SDMC meeting, school website

We provide the PFE Policy to parents in the following languages:

- English
- Spanish

4.2: Offer flexible number of parent involvement meetings

In order to ensure that parent involvement meetings are accessible to all parents, meetings will be offered on the mornings, afternoons, and evenings in English and in Spanish.

5. Targeted Assistance Schools Only

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

The students that Title I will serve are At Risk, as well as out Tier 2 and Tier 3 students according to the Renaissance BOY Data.

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"/>
