

Houston Independent School District
197 Looscan Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Looscan Elementary school is to create a positive and safe learning environment for students by ensuring that each child will experience optimal social, emotional, and academic success through a challenging and progressive educational program.

Vision

Looscan Elementary is a school of excellence in which all scholars will excel in skills of independent, critical, and creative thinking in order to problem-solve, compete in a global society, and be prepared for a successful post- secondary life.

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Priority Problems of Practice

Problem of Practice 3: Students within the demographics at Looscan Elementary have unaddressed social/emotional needs that affect student academic progress.

Root Cause 3: Campus leaders did not provide enough professional development opportunities to teachers to implement a social emotional support program in class.

Problem of Practice 3 Areas: Demographics

Problem of Practice 2: There is a deficit in 3rd-5th grade math instruction compared to reading, in 2022 there was a difference of 10 percentage points in student achievement in STAAR Math 3rd-5th grade compared to STAAR Reading.

Root Cause 2: Instructional Leaders did not provide teachers with streamlined method of delivery of lesson and instructional strategies for math in 3rd-5th grade.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 1: The teachers were not implementing instructional practices shared with them by instructional leaders that were conducive to student learning.

Root Cause 1: Instructional leaders were not consistently modeling and following up with teacher to ensure implementation of strategies shared.

Problem of Practice 1 Areas: School Processes & Programs

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-May 2023, the percent of students meeting Approaching on STAAR Reading assessments will increase from 32% to 42%, Meets on STAAR Reading assessments will increase from 59% to 68%, and Masters on STAAR Reading assessments will increase from 17% to 25%.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: "By May 2023, 80% of students will grow their reading level by one grade level through the implementation of guided reading sessions."

Evaluation Data Sources: Running records every 6 weeks for students reading below grade level. Running records three times a year for student at/above grade level.




HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct Guided Reading sessions daily with homogeneous student groupings on specific skills. Strategy's Expected Result/Impact: Students will grow one year's reading level. Staff Responsible for Monitoring: Teachers Instructional Specialist Action Steps: This school year we will plan guided reading sessions utilizing student BRR data. 1. Instructional leaders will model guided reading sessions and assist with pulling guided reading groups. 2. Teachers will plan guided reading sessions with an instructional leader using BRR BOY scores to develop student groups and schedules. 2. Teachers will use Jane Richardson Guided Reading lesson plans and select specific sight words and reading skills students should work on. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: "By the conclusion of each ELA/SLA snapshot, all grade level will attain 80% approaches/ 40% meets / 20% masters achievement levels."

Evaluation Data Sources: Weekly Assessments






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend optional bi-weekly Tier I first instruction planning sessions. Sessions will emphasize lesson activity/standard alignment, student engagement, and rigor in instruction. Strategy's Expected Result/Impact: Teachers will build their capacity in delivering effective first instruction that improves student achievement. Staff Responsible for Monitoring: Teachers Administration District TDS Action Steps: This school year we will continue to have lesson planning sessions with members of administration and TDSs utilizing district resources and backwards planning model. 1. Teachers will participate in weekly data-driven planning sessions during PLC with administration members. Lesson planning focus will be content delivery/student engagement/check for understanding/sheltered instruction strategies. 2. Teachers will participate in At-Bats opportunities with members of administration and peer teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Measurable Objective 3: "By February 2023, 80% of 1st and 2nd grade students will master high frequency word lists with 80% accuracy."

Evaluation Data Sources: High Frequency Word Evaluations

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop engaging student-centered High Frequency word interventions for students that have previously failed a HFWE.</p> <p>Strategy's Expected Result/Impact: 80% of students will pass the HFWE by February 2023.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Leader</p> <p>Action Steps: 1. Teachers will meet with instructional leaders to create engaging HFW workstations and interventions.</p> <p>2. Teachers will group students by reading level and HFWE results to create small groups.</p> <p>3. Teachers and Yancy tutors will conduct daily HFW interventions for students at-risk of failing the assessment.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: By May 2023, the percent of students meeting Approaching on STAAR Math assessments will increase from 50% to 70%, Meets on STAAR Math assessments will increase from 20% to 40%, and Masters on STAAR Math assessments will increase from 10% to 30%.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: "By May 2023, Universal Screener Renaissance 360 will display 80% of our students at or above grade-level in mathematics."

Evaluation Data Sources: BOY, MOY, and EOY on Renaissance 360






HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher and appraiser will identify students who are two or more grade levels below based on Renaissance 360 Math data and focus on providing extra support through small group lessons.</p> <p>Strategy's Expected Result/Impact: Students will end the year on or above grade level in mathematics.</p> <p>Staff Responsible for Monitoring: Administration Team, Teachers, District TDS</p> <p>Action Steps: Teacher and appraiser will identify students who are two or more grade levels below based on Renaissance 360 Math data and last year's district assessment data to provide extra support through small group lessons.</p> <ol style="list-style-type: none"> 1. Administer the Renaissance BOY 360 assessment virtually. 2. Teachers will be provided with individual student report and screening report to group students and will plan with admin guided math instruction. 3. Administer the Renaissance progress monitoring test to students identified as urgent intervention or intervention and adjust groups according to data. 4. Administer the Renaissance 360 MOY and adjust groups according to data. 5. Administer the Renaissance 360 EOY and adjust groups according to data. <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: "By the conclusion of each Math snapshot all grade level will attain 80% approaches/ 50% meets / 30% masters achievement levels."

Evaluation Data Sources: District Snapshots, DLAs, Mock STAAR, Common Assessments, Vontoure Learning






HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will attend data digs lead by admin after each major assessment to create reteach calendars and reteach lessons. Sessions will emphasize lesson activity/standard alignment, student engagement, and rigor in instruction.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will show an improvement through the increase in performance from students on District assessments.</p> <p>Staff Responsible for Monitoring: Administration Team, Teachers, District TDS</p> <p>Action Steps: 1. Schedule dates teachers will plan with support staff and follow lesson plan document with expectations on what each lesson should include. 2. Offer at BATs for teachers to practice lesson for following week 3. Provide teachers feedback on lesson plan weekly 4. Teachers will effectively implement Vontoure strategies and resources</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: "By the end of September, Guided Math will be implemented in all math classrooms."

Evaluation Data Sources: Guided Math binder, District Snapshots, DLAs, Mock STAAR, Common Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group instruction during math block time. Strategy's Expected Result/Impact: TEKS under 60% on assessments will be retested either by district assessment or campus assessment to show at least 70%. Staff Responsible for Monitoring: Administrative Team, Teachers, District TDS Action Steps: 1. Data digs after each Snapshot to group students based on skill. 2. PLC after each Snapshot to plan reteach calendars and lessons. 3. Admin will provide in class support during guided math instruction. 4. Admin will schedule observations during guided math instruction. Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Board Goal 3New Goal

SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Strategic Priorities:


Expanding Educational Opportunities






Measurable Objective 1: The percentage of 3rd-5th grade students performing at the masters level in reading, math, writing, and science as measured by the Masters Grade Level Standard on STAAR will increase 10 percentage points from 11% in spring 2021 to 21% in spring 2023.

Evaluation Data Sources: Data binders

Common assessments

Formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administration members</p> <p>Action Steps: Purchase binders and train teachers on how to use the binders effectively. Teachers train the students and appraisers will check binders periodically and teachers will share during PLCs</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: 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			
Strategy 2: Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrative team Teachers Action Steps: Identify students in Tier 2 and Tier 3 in reading and math, send home parent notices for student participation in after-school and Saturday interventions, plan objective targeted instruction. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of 3rd-5th grade students performing at the meets level in reading, math, writing, and science as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 22% in spring 2021 to 32% in spring 2023.

Evaluation Data Sources: Data Binders
Common Assessments
Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Student achievement levels will increase.

Staff Responsible for Monitoring: Administration

Action Steps: Purchase binders and train teachers on how to use the binders effectively. Teachers train the students and appraisers will check binders periodically and teachers will share during PLCs

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



No Progress



Accomplished



Continue/Modify








Discontinue

Measurable Objective 3: The percentage of 3rd-5th grade students performing at the approaches level in reading, math, writing, and science as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 22% in spring 2021 to 32% in spring 2023.

Evaluation Data Sources: data binders

common assessments

formative assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conference with students after a common or formative assessment to review score and high/low performing TEKS. The teacher will review data to determine if the student is on track of meeting their learning goal and next steps.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Action Steps: The teacher will schedule student conferences with students during guided reading time. The teacher will provide students with their data folders to track and plan next steps. Students will learn their progress made and the plan off action to attain achievement.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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


Goal 1: LOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.







Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: CLOSING THE GAPS 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 3-5 Reading assessments will increase 10 percentage points from 10% in spring 2021 to 20% in spring 2024

Evaluation Data Sources: Common, formative, and summative assessments



HB3 Board Goal






Strategy 1 Details		Reviews			
Strategy 1: Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times. Strategy's Expected Result/Impact: Increased student achievement for students receiving special education services. Staff Responsible for Monitoring: SPED Chair Action Steps: 1. Ongoing data tracking/progress monitoring, 2. Collaborative planning between general education and special education teachers 3. Develop intervention schedule according to data/student needs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Implement SPED specific PLC meetings, in addition to grade level PLC meetings, to monitor progress and plan for needs of students receiving special education services in all grade levels. Strategy's Expected Result/Impact: Increased student achievement for students receiving special education services. Staff Responsible for Monitoring: SPED Chair Action Steps: Create PLC schedule and agendas, follow up and provide updates/needs to administration, share progress and collaborate during grade level PLCs - content knowledge and specially designed instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend professional development on reading strategies and activities that will increase students test score by 10 percentage points. Strategy's Expected Result/Impact: Increased student achievement for students receiving special education services. Staff Responsible for Monitoring: SPED Chair Action Steps: Identify professional developments for teachers to attend. Inform the teachers of when the professional developments will take place. Facilitate teacher registration for the professional development. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level will increase one years worth of reading level by May 2023.



Evaluation Data Sources: BRR assessments
 Guided Reading lessons and binder






Strategy 1 Details	Reviews			
Strategy 1: The teacher will provide special education students with guided reading lessons to increase their reading level by one year. Strategy's Expected Result/Impact: Students reading level will increase by one year. Staff Responsible for Monitoring: Teachers Instructional leaders Action Steps: The teacher will prepare guided reading levels in homogeneous groups during the guided reading block. Students will read books of interest that are at their reading level. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year. Strategy's Expected Result/Impact: Students reading level will increase by one year. Staff Responsible for Monitoring: Teachers Instructional Leaders Action Steps: Teachers will assess the special education students' data after BOY testing of REN 360 and Running Records. The teachers will create an intervention plan for the special education student to target their deficits. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will provide special education students with bookbags that contain books on the students' reading level that the students can take home. Strategy's Expected Result/Impact: Students reading level will increase by one year. Staff Responsible for Monitoring: Teachers Instructional Leaders Action Steps: Teachers will use Running Record data to identify the reading level of each student. Teachers will provide books at each students' reading level for the bookbags. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the district formative Reading assessments will increase 5 percentage points from 5% in October 2022 to 10% in May 2023

Evaluation Data Sources: student data folder
teacher data folders
formative assessments

Strategy 1 Details	Reviews			
Strategy 1: The teacher will conduct student conferences in which they will debrief on student scores and determine if student is on track with their learning goals. They will provide students with next steps to attain achievement. Strategy's Expected Result/Impact: Students achievement scores will increase. Staff Responsible for Monitoring: Teachers Instructional Leaders Action Steps: The teacher will conduct student conferences after each formative assessment to determine if students are on track to meet their learning goals. Teacher will create reteach calendars to include small group lessons for students not meeting their learning goal or mastering a specific skill. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will make student data binders for special education students to allow the students to track their progress on reading assessments. Strategy's Expected Result/Impact: Students achievement scores will increase. Staff Responsible for Monitoring: Teachers Instructional Leaders Action Steps: Teachers will create data binders for special education students. Students will track their data after all assessments. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.</p> <p>Strategy's Expected Result/Impact: Students reading level will increase by one year.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Leaders</p> <p>Action Steps: Teachers will assess the special education students' data after BOY testing of REN 360 and Running Records. The teachers will create an intervention plan for the special education student to target their deficits.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE Monitor student attendance weekly. Use the first week of school ADA attendance data as a baseline and track data weekly to determine if year end goal of 96% will be met. Monitor and adjust strategies as needed to meet goal.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The number of students with more than 10 absences will decrease by 50%.

Evaluation Data Sources: Daily class attendance reports and weekly ADA student reports by grade level and total school attendance.






Strategy 1 Details		Reviews			
Strategy 1: 21-22 attendance data is being used to identify students who had more than 10 absences, excused and unexcused, and parents will be contacted preventatively. Strategy's Expected Result/Impact: Increase in student attendance and student achievement Staff Responsible for Monitoring: Administrative team Registrar Wraparound Specialist Action Steps: Have weekly attendance reviews by class and student Make phone calls to parents. Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: By the end of the 2022-2023 school year, the number of discipline incidents warranting out of school and/or in school suspension will be 0.

Evaluation Data Sources: Discipline Referrals






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: School-wide PBIS reset for return to 100% face to face instruction, including CHAMPS, and Looscan Classroom expectations.</p> <p>Strategy's Expected Result/Impact: Increase in on-task behaviors and decrease in discipline incidents.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Action Steps: - Provide PBIS training for staff and students, work in grade levels to complete Excellence Plan management system, schedule first month of school daily practice.</p> <p>Title I: 4.1, 4.2</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Teachers will complete training during Pre-service for Drug, Tobacco, Suicide Bullying, Child Abuse, and Sexual Abuse Prevention Training Completion, campus PBIS to ensure 0 suspensions.

Evaluation Data Sources: Office referrals






Strategy 1 Details		Reviews			
Strategy 1: Teachers and staff will be provided with time to complete the online or instructor. Strategy's Expected Result/Impact: Decrease violence/severe discipline infractions, increase student achievement Staff Responsible for Monitoring: Administrator Teacher Action Steps: Teachers will complete online compliance courses , train students to understand the rules in the student code of conduct, and the consequences for infractions. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: SPECIAL EDUCATION- at least 75% of Special Education students in grade 3rd-5th will meet or exceed individual growth measures according to the STAAR Reading assessment by spring 2023.

Evaluation Data Sources: STAAR Released, initial baseline appropriate for each grade level, District assessments, campus common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly</p> <p>Strategy's Expected Result/Impact: Increase alignment of instruction to meet the needs of all students in the classroom.</p> <p>Staff Responsible for Monitoring: Assistant Principal, SpED Chairperson</p> <p>Action Steps: Professional Development around EIP and implementation of accommodations for students with special needs. PLC meetings will use for opportunities to plan and adjust instruction.</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  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: By the end of the 2022-2023 school year, all special population subgroup achievement scores will improve by 10% points as measured by the appropriate assessment (STAAR and TELPAS).

Evaluation Data Sources: 2023 STAAR, 2023 TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PLC data analysis to track sub-pop supports and growth from BOY data. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrative teams Teachers Action Steps: 1. Adapt PLC protocol to provide regular time for data analysis, 2. Provide training on data dig/ongoing data tracking/Ontrack assessments 3. provide BOY assessments Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: The percentage of family and community involvement through school functions, wraparound services, PTO, and Title 1 Parent training will increase by 15% in spring 2023.

Evaluation Data Sources: Wraparound surveys

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2022 school year Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, all special population subgroup achievement scores will improve by 10% points as measured by the appropriate assessment (STAAR and TELPAS). Staff Responsible for Monitoring: Principal Action Steps: Teachers prepare classrooms before the start of school, classrooms expectations. Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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: Ms. Kasyan

Estimated number of students to be screened: 228

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.






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: No newly identified students with Type 2 diabetes per the screening process.

Evaluation Data Sources: Nurse screening

Strategy 1 Details		Reviews			
Strategy 1: We will partner with brighter bites to distribute healthy food to families twice a month. Strategy's Expected Result/Impact: Students will make healthy food choices to decrease the chances of them developing type 2 diabetes. Staff Responsible for Monitoring: Administration Wraparound Action Steps: Submit request to Nutrition Services. Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	1	2	Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction.
3	1	2	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	3	1	Teachers will conference with students after a common or formative assessment to review score and high/low performing TEKS. The teacher will review data to determine if the student is on track of meeting their learning goal and next steps.
4	1	1	1	Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times.
4	1	1	2	Implement SPED specific PLC meetings, in addition to grade level PLC meetings, to monitor progress and plan for needs of students receiving special education services in all grade levels.
4	1	1	3	Teachers will attend professional development on reading strategies and activities that will increase students test score by 10 percentage points.
4	1	2	2	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.
4	1	2	3	Teachers will provide special education students with bookbags that contain books on the students' reading level that the students can take home.
4	1	3	1	The teacher will conduct student conferences in which they will debrief on student scores and determine if student is on track with their learning goals. They will provide students with next steps to attain achievement.
4	1	3	2	Teachers will make student data binders for special education students to allow the students to track their progress on reading assessments.
4	1	3	3	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	1	2	Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction.
3	1	2	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	3	1	Teachers will conference with students after a common or formative assessment to review score and high/low performing TEKS. The teacher will review data to determine if the student is on track of meeting their learning goal and next steps.
4	1	1	1	Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times.
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4	1	1	3	Teachers will attend professional development on reading strategies and activities that will increase students test score by 10 percentage points.
4	1	2	2	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.
4	1	2	3	Teachers will provide special education students with bookbags that contain books on the students' reading level that the students can take home.
4	1	3	1	The teacher will conduct student conferences in which they will debrief on student scores and determine if student is on track with their learning goals. They will provide students with next steps to attain achievement.
4	1	3	2	Teachers will make student data binders for special education students to allow the students to track their progress on reading assessments.
4	1	3	3	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	1	2	Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction.
3	1	2	1	All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.
3	1	3	1	Teachers will conference with students after a common or formative assessment to review score and high/low performing TEKS. The teacher will review data to determine if the student is on track of meeting their learning goal and next steps.
4	1	1	1	Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times.
4	1	1	2	Implement SPED specific PLC meetings, in addition to grade level PLC meetings, to monitor progress and plan for needs of students receiving special education services in all grade levels.
4	1	1	3	Teachers will attend professional development on reading strategies and activities that will increase students test score by 10 percentage points.
4	1	2	2	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.
4	1	2	3	Teachers will provide special education students with bookbags that contain books on the students' reading level that the students can take home.
4	1	3	1	The teacher will conduct student conferences in which they will debrief on student scores and determine if student is on track with their learning goals. They will provide students with next steps to attain achievement.
4	1	3	2	Teachers will make student data binders for special education students to allow the students to track their progress on reading assessments.
4	1	3	3	Teachers will provide special education students with targeted interventions to address their deficits in reading to increase their reading level by one year.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All data was reviewed for all students and student groups. The campus needs assessment reviews the establishment of strategic intervention focused classes for ELL, SpEd and Economically Disadvantaged groups. Identified areas for growth are 4th and 5th grade math and reading, special education scores and ELL growth and mastery as measured by STAAR and TELPAS.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

1. Time has been allotted for an Intervention block in all grade levels. The campus has purchased research-based intervention material Focused Reading and LLI Intervention for small group instruction.
2. The campus has purchased K-12 Summit, an online program designed to increase our English Learner student's language proficiency levels in all domains.
3. The campus will effectively utilize planning sessions with the support of district personnel (TDSs/Multilingual Specialist) and District Unit Planning Guides.
4. We will address student math deficits by implementing Guided Math sessions campus-wide.

2.2: Regular monitoring and revision

Campus instructional leaders will monitor use of the intervention resources that have been purchased regularly to ensure it is used a resource and measuring tool.

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

The SIP is available to parents in the following locations: Main Office

The SIP was made available to parents by: copies being sent home

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:

1. Students who did not successfully pass in 3rd and 4th grade STAAR will receive HB4545 tutoring sessions during and after school.
2. Teachers will conduct guided reading and math sessions with Tier 2 and 3 students.
3. Teachers in grades Kinder-5 will implement Empowering Writers writing strategies.
4. EL students will conduct Summit K-12 reading, listening, and speaking lessons.

2.5: Increased learning time and well-rounded education

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

1. Students who did not successfully pass in 3rd and 4th grade STAAR will receive HB4545 tutoring sessions during and after school.
2. Teachers will conduct guided reading and math sessions with Tier 2 and 3 students.

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

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

- Building teacher capacity in their content areas and instructional areas: Teachers will participate in weekly planning sessions with instructional leaders during PLC. They will also participate in At Bats during monthly sessions.
- Proficient Tier 1 explicit instruction taking place in all content areas: Teachers will participate in peer observations of exemplary Tier I instruction. Instructional leaders will provide teachers with side-by-side coaching and immediate feedback through the AIMS coaching tool.
- Small Group Instruction based on student data needs: Teachers will work with instructional leaders to review Ren 360 data to determine student deficits and resources needed to provide meaningful intervention.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Measurable Objective: Due to the pandemic we have lost parent involvement. Our goal is to increase parent involvement and participation by 20%, or 50 more parents.

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

- Parent - Irma Gonzalez
- Title I Coordinator - Julie Demeterio
- Wraparound Specialist- Liliana Zuniga

The SC was distributed

- On the campus website
- Distributing paper copies to students.

The languages in which the SC was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Campus Principal and Wraparound Specialist will invite parents to join virtual parent meetings.
2. Academic Nights such as Come Read with Me Night for PK-5 grade.
3. Continued support of the Looscan Community Council and PTO of working towards school goals.
4. Face trainings for parents.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Measurable Objective: Due to the pandemic we have lost parent involvement. Our goal is to increase parent involvement and participation by 20%, or 50 more parents.

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

- Parent - Irma Gonzales
- Title I Coordinator - Julie Demeterio
- Wraparound Specialist- Liliana Zuniga

The PFE was distributed

- On the campus website
- Distributing paper copies to students.

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Campus Principal and Wraparound Specialist will invite parents to join virtual parent meetings.
2. Academic Nights such as Come Read with Me Night for PK-5 grade.

3. Continued support of the Looscan Community Council and PTO of working towards school goals.

4. Face trainings for parents.

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 2nd, 2022
- Meeting #1 Alternate -
- Meeting #2 - October 7th, 2022
- Meeting #2 Alternate -
- Meeting #3 - February 3rd, 2023
- Meeting #3 Alternate -
- Meeting #4 - April 6th, 2023
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

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"/>
