

**Houston Independent School District
137 De Chaumes Elementary School
2021-2022 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

De Chaumes Elementary, is located at 155 Cooper Road, serves students in Prekindergarten through fifth grade. The majority of the student body lives in single family dwellings with many living in single parent homes. The total enrollment for the 2020-2021 school year was 760 with 47.8% being female and 52.2% male. Enrollment decreased by 99 students from the previous school year. The school is a Title 1 school with 96.5% of students being economically disadvantaged and 67.1% At-Risk. 100% of our student population is on free or reduced lunch. The school is composed of 98.4% Hispanic students, 1% African American students, and 0.5% White students. Our special population consists of 55.8% English Learners, 6.7% Special Education students, 5.8% Gifted and Talented students, and 2.9% Dyslexia students. The attendance rate for the 2020-2021 school year was 97.2%. There was a notable increase in our mobility rate this school year, from 6.84% in 2019-20 to 8.63% in 2020-21.

Demographics Strengths

Staff, students, and parents apply themselves every year to achieve the goal that our mission statement embodies, "students can become productive and responsible citizens in this ever-changing global and technological society." Team work, commitment, and dedication are the ingredients our school community consists of that allows us be successful. Our families are generational De Chaumes students, where grandparents attended the school. Although the mobility rate (8.6%) increased this past school year it is not high compared to the district average. In addition, our staff retention rate is 91.4%. Not only do our teachers return year to year, 50% of them have over 5 years of Field Teaching Experience. Due to our teachers and parents having a long term relationship we do not have a problem with student discipline. For the 2020-21 school year there was only one student placed in out of school suspension. Our class size average of 19.6% also supports teachers when it comes to student discipline.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Identification of GT and students with dyslexia. **Root Cause:** Staff knowledge of how to identify students.

Student Learning

Student Learning Summary

Given the impact of COVID-19, all districts and schools including De Chaumes ES received a label of: Not Rated - Declared State of Disaster for 2020. However, De Chaumes students in grades 3-5 took the STAAR Assessment in the Spring of 2021. Students in grades 3rd and 5th were fully assessed using the online STAAR platform as well as 4th grade Math students. 4th Grade Reading and Writing were assessed using paper based STAAR in 2021. There was a significant difference in scores for those who were evaluated using computer based testing versus paper based testing. There were 251 Students in K-5th Grade accessed on TELPAS in 2020-2021; of those students 177 of them showed progress/growth from 2019-2020. Students in 1st and 2nd grade were evaluated with High Frequency Words assessment; 87% of the students tested received a score of 80% or better.

Subject	STAAR 2018-2019 Results			STAAR 2020 – 2021 Results		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading	86%	48%	27%	60%	28%	14%
Math	90%	56%	35%	53%	27%	34%
Writing	79%	46%	18%	49%	15%	2%
Science	79%	48%	22%	38%	15%	4%
Total	84%	50%	26%	53%	25%	10%

Student Learning Strengths

Based upon the 2020-2021 STAAR data a strength for De Chaumes would be 4th grade reading STAAR with 31% of students performing at the Meets level. Of the 251 students who took TELPAS, 177 student showed TELPAS Progress. The Target for TELPAS in 2020-2021 was 36%, De Chaumes met the target with 71% of the students showing Progress.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students being Assessed through Online platform for STAAR **Root Cause:** Students had lack of experience testing using an online platform prior to the 2020-2021 STAAR.

School Processes & Programs

School Processes & Programs Summary

De Chaumes Elementary has established campus-wide content area processes and routines which align expectations from one grade level to the next. These programs and processes will ensure student success as they progress through the years. In math, Number Talks (Hand2Mind) will be used in K-5, interactive notebooks, and a problem solving board will be implemented. In literacy, HMH will be the primary classroom resources, running records, and guided reading will be implemented. We will be implementing a school-wide intervention block from 7:45-8:15 a.m. This intervention block will be used to meet the needs of HB 4545 and for teachers to focus on Tier 2/3 students.

Our EL students in grade 1-3 have an additional literacy class which is taught by a bilingual certified teacher but taught in English with sheltered-instruction strategies. Our Tier 3 students are pulled out by a certified teacher throughout the school day. Students in grades 3-5 will work on Imagine Learning during Library and Computer class.

PLC's will continue to held on Thursdays during grade level planning periods. PLCs will be focused on content areas and instructional practices. Campus Tier 2 leaders will plan and lead PLCs based on classroom/teacher needs and data. During weekly meetings, our teachers use district curriculum documents, planning tools, assessments, District Snapshots, Universal Screenings, Running Records, and other formative assessments to analyze, evaluate, and plan instruction.

School Processes & Programs Strengths

Fortunately, 100% of our students were provided with a HISD device (laptop or ipad) or had access to a person device. All students had either personal internet access or were given a hot-spot. In spite of COVID, our Tier 3 students were able to receive interventions this past school year. Interventionists were able to group students (in-person and virtual) accordingly.

Departmentalization continued during COVID, with some adjustments. To minimize student movement, teachers were traveling from classroom to classroom instead of students. Teachers who were developing effective virtual practices and implementing instructional tools were asked to model or share with other teachers during PLCs. Peer observations were conducted during PLCs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Concurrent model of providing instruction **Root Cause:** Teachers were teaching their in-person and virtual students simultaneously.

Perceptions

Perceptions Summary

For the 2020-2021 school year, De Chaumes attendance rate was 97.2%. Attendance rate within each ethnicity group is as follows: Hispanic 97.2%, Black or African American 98.3%, White 98.2%. Attendance rate within each special population is as follows: Special Education 96%, ED 97.1%, LEP 97.7%, GT 99.1%, and At-Risk 97.5%. Compared to the district, De Chaumes' attendance rate is higher. However, compared to years past our attendance rate has been decreasing from 98.2% in 2018-19 and 98% in 2019-20. The COVID pandemic has been the main factor for this decrease.

During the 2020-21 school year, students had the opportunity to either be in-person or virtual. Our school community demonstrated their need and desire for in-person learning. Compared to the district at 41% of in-person in the second cycle, De Chaumes students returned at 52% in-person. By the end of the school year, the district was at 52% and 73% of De Chaumes students had returned to in-person learning.

Perceptions Strengths

100% of our parents were connected with their child's classroom teacher through Class Dojo. During the 2020-21 school year, especially during our remote semester being able to communicate to parents through Classroom Dojo was essential. The expectation will remain the same for the 2021-22 school year. For many parents, Class Dojo has become their primary tool for school communication. All campus administrators are on Class Dojo and use this communication tool to interact with the school community.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Only about 20% of our parents participated in virtual events last school year. **Root Cause:** Parent participation has been affected due to the pandemic and COVID protocols. In addition, there are no structured parent groups (PTO/PTA).

Priority Problems of Practice

Problem of Practice 1: Identification of GT and students with dyslexia.

Root Cause 1: Staff knowledge of how to identify students.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Students being Assessed through Online platform for STAAR

Root Cause 2: Students had lack of experience testing using an online platform prior to the 2020-2021 STAAR.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Concurrent model of providing instruction

Root Cause 3: Teachers were teaching their in-person and virtual students simultaneously.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Only about 20% of our parents participated in virtual events last school year.

Root Cause 4: Parent participation has been affected due to the pandemic and COVID protocols. In addition, there are no structured parent groups (PTO/PTA).

Problem of Practice 4 Areas: Perceptions

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.






Goal 1: ELAR-The percentage of kindergarten through 3rd grade students At/Above Grade level will increase by 10% as measured by the Reading Screener BOY in 2021 to EOY in 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase Reading Scale Score in Renaissance 360 at the BOY to the EOY in grades K-3rd by 25%.

Evaluation Data Sources: RL360- Students Diagnostic & Instructional Planning Reports
Phonological Awareness Screeners







HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Utilizing resources in the REN platform Flexible Regrouping according to data Adjust Instructional plan in response to data Strategy's Expected Result/Impact: Increase in Scale Score Staff Responsible for Monitoring: Administration Team and Reading Teachers Action Steps: 1. Analyze REN 360 data BOY, MOY, EOY. 2. Utilize REN 360 data to regroup students according to needs to drive small group and intervention instruction. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: The percentage of kindergarten through 3rd grade students Meeting Expectations in Reading as measured by Running Records will increase to 80% from 8% by the End of the Year 2022.

Evaluation Data Sources: Student Reading Level Charts
Running Records
6wk Reading Levels
Summary Report (OnTrack)






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Guided Reading and Small Group are part of the daily literacy block. Strategy's Expected Result/Impact: Student reading levels will increase to Meeting Expectations. Staff Responsible for Monitoring: Literacy Specialists and Reading Teachers Action Steps: 1. Students will be engaged in Guided Reading 2-3 days per week based upon reading level. 2. Interim Running Records will be taken to evaluate student progress. 3. Analyze Formative Benchmark Running Records BOY, MOY, EOY to drive small group Guided Reading instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 45 minutes of daily campus wide Intervention for students. Strategy's Expected Result/Impact: Student reading levels will increase with daily interventions. Staff Responsible for Monitoring: Literacy Specialists and Reading Teachers. Action Steps: 1. Students will be engaged in 45 minutes of daily interventions. 2. Analyze interventionist tracker to help drive intervention lessons. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The percentage of 1st and 2nd grade students Meeting Requirements of High Frequency Word Evaluation will increase by 10%.

Evaluation Data Sources: OnTrack Student Grouping Report
District/Campus Common Assessment Data
Teacher/Student Data tracker

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: High Frequency Word Review is a key component of the instructional block for 1st and 2nd Grade. Strategy's Expected Result/Impact: Students will meet requirements for HFWE assessment prior to evaluation. Staff Responsible for Monitoring: Literacy Specialists, Interventionist, and Reading Teacher Action Steps: 1. In class Intervention with focus on HFW. 2. Word Wall Activities as Daily Routines in ELA in grades K-2. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.







Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measure by the Meets Grade Level Standard on STAAR will increase by 10% percentage points from 25 % in Spring 2021 to 35% in Spring of 2022

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of 1st - 3rd grade students performing at or above grade level in math as measured by REN360 will increase 25% at the Beginning of the Year in 2021 to 75% at the End of the Year in 2022.

Evaluation Data Sources: REN 360 BOY-MOY-EOY, District Assessments (SNAP, DLA) MOCK STAAR, STAAR 2022,

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Focused TEKS Intervention on prioritized TEKS during Guided Math instruction 3 times per week. Strategy's Expected Result/Impact: Student performance in priority TEKS will increase by 5% increments during each assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Teachers, Math Interventionist Action Steps: 1. Imagine Math usage will be increased by 50% at De Chaumes. 2. Guided Math Instruction will occur 3 days per week to provide focused support to students in grades PK-5. 3. School Wide Interventions 30 minutes per instructional day. 4. Tier 3 pull-out Math Interventions. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Numerical Fluency using Number Talks and Number Strings Strategy's Expected Result/Impact: Students will begin to gain automaticity in Fact Fluency Staff Responsible for Monitoring: Principal, Assistant Principal, Math Teachers Action Steps: 1. Train all Math teachers on Number Talks/Number Strings with Hand2Mind Resource liaison. 2. Number Talks and Number Strings will be completed 5 days per week in grades PK-5th. 3. HB3 Guided Math Instruction in 2nd - 3rd Grade. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of students performing At/Above Grade Level standards on Math STAAR Interim assessments will increase 20%

between STAAR Interim 1 to STAAR Interim 2.

Evaluation Data Sources: Math STAAR Interim Data Results from test# 1 and #2






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Offer After-School Tutorials to students in 3rd grade needing intervention based on REN 360 Data, District Assessment and Teacher recommendation. Strategy's Expected Result/Impact: Students will perform at a higher level on STAAR Assessments because of regular attendance in After-School Tutorials. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist, Teachers Action Steps: 1. Send notes inviting students to attend After-School Tutorials at De Chaumes. 2. Keep regular attendance rosters for tutorials Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: As determined by Math Snap Shot and Math DLA, 35% of students in grades 3rd - 5th grade will perform at the Meets level standard.

Evaluation Data Sources: Math Snap Shot #1, #2 Data
Math DLA Data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in focused small group instruction at a minimum of 3 times per week in all Math classes grades 1st -5th. Strategy's Expected Result/Impact: Students will perform at the Meets level on District Assessments. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal Action Steps: 1. All Math Teachers trained in Guided Math Training at the Campus in September. 2. Walk through/Observations during Guided Math Times. 3. Small Group Antedotal Notes. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 3: 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.

Goal 1: SCHOOL PROGRESS The percentage of students meeting district promotion standards will increase by 5 percentage points in grades 1st - 5th grades from 89% for 2020-2021 to 94% for 2021-2022.

Strategic Priorities: Expanding Educational Opportunities






Measurable Objective 1: The percentage of students meeting High Frequency Words promotion standards will increase by 8% percentage points from 86% for 2020-2021 to 94% 2021-2022.

Evaluation Data Sources: HFW BOY, HFW MOY and HFW EOY
Promotion Standards Report

Strategy 1 Details	Reviews			
Strategy 1: High Frequency Words interventions provided by support staff. Strategy's Expected Result/Impact: Student will increase High Frequency Word recognition Staff Responsible for Monitoring: Teacher Assistants, Academic tutors, ELA Teacher Specialist, Principal, Assistant Principal. Action Steps: 1. Enrichment teachers will integrate High Frequency Words into weekly lessons for grades K-2. 2. Computer Enrichment teacher will pull small groups of students to practice High Frequency Words during class time in grades K-2. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: The percentage of students meeting promotion standards for Course Requirements will increase by 3 percentage points from 94% for 2021-2022 to 97% by the end of 2021-2022 school year.

Evaluation Data Sources: Progress Reports
Each Grading Cycle
Promotion Standards Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold a mid-year (Dec-Jan), parent-teacher conferences with students not meeting promotion or at risk of not meeting promotion standards. Strategy's Expected Result/Impact: Students course average will increase. Staff Responsible for Monitoring: Classroom teachers Action Steps: 1. Schedule in Master Schedule Parent Conference dates 2. Train teachers on how to hold an effective in-person parent conference. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The percentage of students meeting promotion standards for attendance will increase by 10% in the 2021-2022 school year.

Evaluation Data Sources: Attendance Records
Promotion Standards report






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attendance Committee will meet (Dec) with parents of students who have 10% unexcused absences by end of 2nd cycle. Strategy's Expected Result/Impact: Students' attendance will increase. Staff Responsible for Monitoring: PEIMS Clerk, Counselor, WrapAround Specialist, Action Steps: 1. Create an Attendance Committee 2. Create an Attendance plan. 3. Meet with parents of students with unexcused absences 4. Make Home visits of students with chronic absences 5. Offer Attendance incentives. Title I Schoolwide Elements: 2.6, 3.2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: 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 4 percentage points from 6% in Spring 2021 to 10% in Spring 2022.

Measurable Objective 1: The percentage of students receiving special education services achieving Approaches on the STAAR 3-5 Reading Assessment will increase 10 percentage points from 41% in Spring 2021 to 51% in Spring 2022.






Evaluation Data Sources: STAAR 2021
STAAR 2022
District Assessments (Snap, DLA, Mock STAAR)

Strategy 1 Details		Reviews			
Strategy 1: Interventionists will pull out Tier 3 SPED students. Strategy's Expected Result/Impact: Students will demonstrate academic growth. Staff Responsible for Monitoring: SPED Chairperson, Interventionists Action Steps: 1. Review classroom/district assessments 2. Focus on priority TEKS Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 2: For the 2021-22 school year, all special education students' reading levels will increase by one academic school year.

Evaluation Data Sources: OnTrack
Reading A-Z








HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Guided reading will implemented in all literacy classes. Strategy's Expected Result/Impact: Students' individual needs will be met through Guided Reading groups. Staff Responsible for Monitoring: Reading Teachers Tier 2 leaders Principal Action Steps: 1. Embed guided reading in master schedule and teacher daily schedules. 2. Monitor implementation of guided reading. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: For the 2021-2022 school year, all special education students' REN 360 instruction reading level will increase by 1 academic level.

Evaluation Data Sources: REN 360 BOY, MOY, EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All Special Education students will receive additional intervention during the school-wide intervention block. Strategy's Expected Result/Impact: Special Education Student Instructional Reading Level on REN 360 will increase at least 1 year. Staff Responsible for Monitoring: Special Education Chair, Teachers, Teacher Specialist. Action Steps: 1. Staff Trained in providing interventions 2. Students placed into intervention groups 3. Students receive Intervention weekly in small groups. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: For the 2021-2022 school year, the student attendance rate will increase from 97.2% to 98%.

Evaluation Data Sources: PowerSchool/SIS Information
Enrollment Cards






Strategy 1 Details	Reviews			
Strategy 1: Teachers will reach out to parents the day a student is marked absent to inquire reason for absence. Strategy's Expected Result/Impact: Students will attend school. Staff Responsible for Monitoring: Teachers Administrators Action Steps: Create a school-wide form for teachers to track these parent calls. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Front office staff will call 100% of the students who were marked absent at 9:30 a.m.

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: SIR will print daily absence report and share with 2 front office staff members by 10:00 a.m. Strategy's Expected Result/Impact: Students will attend school Staff Responsible for Monitoring: SIR 2 Front Office Clerks Action Steps: Create document for clerks to document these calls. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Counselor and WrapAround Specialist will pull PowerSchool report for students with more than 10% unexcused absences to schedule a parent conference.

Strategy 1 Details	Reviews			
Strategy 1: If unable to reach parent by phone, counselor and wraparound specialist will make a home visit. Strategy's Expected Result/Impact: Students will attend school. Staff Responsible for Monitoring: Counselor WrapAround Specialist Action Steps: Create action steps for students with chronic absences. Create Attendance Committee Create and/or locate HISD Attendance documents for such meeting. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being








Measurable Objective 1: For the 2021-2022 school year, there will be no more than 3 out of school suspensions.

Evaluation Data Sources: Discipline Referrals
PEIMS Discipline Report








Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of teachers will be trained on our campus discipline framework during preservice. Strategy's Expected Result/Impact: Alignment across the campus regarding discipline procedures and expectations. Staff Responsible for Monitoring: Assistant Principal Teachers Action Steps: Update campus discipline framework Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of discipline referrals will go to assistant principal for investigation and disciplinary action.

Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of disciplinary incidents will be documented and referred to Assistant Principal for disciplinary action. Strategy's Expected Result/Impact: Reduction of students infractions. Staff Responsible for Monitoring: Assistant Principal Principal Action Steps: Update discipline referral form Train teachers on completing discipline referral forms Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of students will be engaged with an SEL block at the start of the school day.

Strategy 1 Details	Reviews			
Strategy 1: Counselor will provide weekly theme-based activities/discussions to teacher on Character Traits. Strategy's Expected Result/Impact: Students will learn appropriate character traits. Staff Responsible for Monitoring: Administrators Counselor Teachers Action Steps: Counselor will share weekly lesson activities/discussions with teachers on a monthly basis. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: For the 2021-2022 school year, 100% of bullying incidents will be referred to the school counselor for further investigation and attention.

Evaluation Data Sources: Counselor referral forms
Document bullying incidents






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of teachers and staff will complete online bullying, suicide, and child abuse prevention trainings.

Evaluation Data Sources: OneSource

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Students with more than 2 documented bullying incidents will be put on a behavior plan with the support of school counselor, teacher, and parent.

Strategy 1 Details	Reviews			
Strategy 1: Parents will be informed of all bullying allegations towards their child when they occur. Strategy's Expected Result/Impact: Parent support. Staff Responsible for Monitoring: Administrators Counselor Teacher Action Steps: 1. Investigation by counselor and assistant principal 2. Parent Meeting Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach








Measurable Objective 1: For the 2021-2022 school year, the percentage of students at the Meets level in STAAR reading will increase to from 25% to 50%.

Evaluation Data Sources: Running Records
District Level Assessments
REN360
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify these SPED students by October 2021. Strategy's Expected Result/Impact: We will know how many students will be needed to meet this goal. Staff Responsible for Monitoring: Teachers SPED Chairperson Tier 2 leaders Principal Action Steps: 1. Review 2021 STAAR data for SPED students Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2: 100% of SPED students will use the designated supports indicated in their IEPs by September 30, 2021.

Evaluation Data Sources: EasyIEP

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with IEPs by August 23, 2021 , which includes the students designated supports. Strategy's Expected Result/Impact: Teachers will know what designated supports they need to have in place by September 30, 2021. Staff Responsible for Monitoring: SPED Chairperson Teachers Administrators Action Steps: 1. Provide IEPs to teachers 2. Train teachers on the different designated supports. 3. Administrators will conduct walkthroughs to ensure these supports are in place in the classrooms. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of 3rd-5th grade SPED students in Tier 3 will be pulled out by an Interventions.

Evaluation Data Sources: OnTrack
 EasyIEP
 HISD Connect

Strategy 1 Details	Reviews			
Strategy 1: Campus interventionists will include SPED students in their pull-out schedules. Strategy's Expected Result/Impact: SPED students will receive additional support to meet their individual needs. Staff Responsible for Monitoring: SPED Chairperson Teachers Interventionists Administrators Action Steps: 1. Interventionists know which students they will need to include in their schedules. 2. Interventionists begin pullouts by August 30, 2021. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach








Measurable Objective 1: For the 2021-22 school year the gifted and talented population will increase from 5.8% to 8%.

Evaluation Data Sources: PEIMS GT report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 100% of De Chaumes classroom teachers will be GT certified. Strategy's Expected Result/Impact: Effectively serving GT students. Staff Responsible for Monitoring: GT Coordinator Teachers Administrators Action Steps: 1. GT Coordinator will provide training dates to teachers 2. All returning teachers will earn their 6 hour update. Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2: 100% of Dyslexia students will be serviced by a Dyslexia teacher.

Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: District will provide Dyslexia teacher for the 2021-22 school year. Strategy's Expected Result/Impact: Students will receive their dyslexia services. Staff Responsible for Monitoring: Principal HISD Dyslexia Department Action Steps: 1. Work with dyslexia teacher to identify the students she will be servicing. 2. Provide classroom daily schedules to dyslexia teacher so she can create her schedule. 3. Provide space for teacher to hold her dyslexia interventions. Title I Schoolwide Elements: 2.4, 2.5, 2.6				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of faculty and staff will be trained on the identification/characteristics of special populations (GT, dyslexia, autism, etc.)

Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
Strategy 1: GT Coordinator and SPED Chairperson will meet regularly with teachers during PLC to train and provide support with progress monitoring and support for identified or potential students. Strategy's Expected Result/Impact: Early identification of special populations. Staff Responsible for Monitoring: GT Coordinator SPED Chairperson Administrators Teachers Action Steps: 1. SPED Department will conduct training on campus 2. Advanced Academics will conduct training on campus Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021-2022 school year, there will be 85% parent involvement in school wide activities, meeting, or events.

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details		Reviews			
Strategy 1: A monthly event calendar will go home with students, be posted in ClassDojo, and available on our school website. Strategy's Expected Result/Impact: Parents will be aware of the planned engagement opportunities. Staff Responsible for Monitoring: Principal Tier 2 leaders Action Steps: 1. Create calendar with teacher input between the 2-3 week of each month for the following month. 2. Send out calendar the day before the start of the month. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: During the 2021-22 school year, there will be a monthly parent meeting (in-person or virtual).






Evaluation Data Sources: HISD Connect
Title I

Strategy 1 Details		Reviews			
Strategy 1: Send out communication (flyer, school messenger, ClassDojo) about the parent meeting beginning 2 weeks prior. Strategy's Expected Result/Impact: Increase in parent involvement.		Formative			Summative
		Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Principal Counselor WrapAround Specialist</p> <p>Action Steps: 1. Create flyers for home, ClassDojo, and website 2. Send out school messenger</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	<div><div></div><div>75%</div></div>			
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Measurable Objective 3: During the 2021-22 school year, there will be at least one parent engagement event per semester (fall & spring) specifically related to literacy, math, and/or science.

Evaluation Data Sources: HISD Connect
Title I

Strategy 1 Details	Reviews			
Strategy 1: Identify skills and contents parents can support their child with at home. Strategy's Expected Result/Impact: Parent involvement/support with their child's learning. Staff Responsible for Monitoring: Teachers Tier 2 leaders Action Steps: 1. Create a committee for these events. 2. Determine participation by each grade. 3. Encourage parent involvement on these nights. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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






Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 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:

Estimated number of students to be screened:

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






Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ms. Gray (teacher assistant) will support Nurse Vauthrin in the clinic, 2 hours a day so that data entry for the 737 students can occur during the school day. Strategy's Expected Result/Impact: Deadline will be met. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Develop schedule for Ms. Gray. Title I Schoolwide Elements: 2.6				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 10, 2021.

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

Estimated number of students to be screened:

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






Strategy 1 Details		Reviews			
Strategy 1: Ms. Gray (teacher assistant) will support Nurse Vauthrin in the clinic, so that 537 students can be screened during the school day. Strategy's Expected Result/Impact: All students vision needs will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage Title I Schoolwide Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 10, 2021.

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

Estimated number of students to be screened:

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






Strategy 1 Details		Reviews			
Strategy 1: Ms. Gray (teacher assistant) will support Nurse Vauthrin in the clinic, so that 537 students can be screened during the school day. Strategy's Expected Result/Impact: All students hearing needs will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage Title I Schoolwide Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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:

Estimated number of students to be screened:








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

Strategy 1 Details	Reviews			
Strategy 1: Ms. Gray (teacher assistant) will support Nurse Vauthrin in the clinic, so that 343 students can be screened during the school day. Strategy's Expected Result/Impact: Students at risk of diabetes will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Strategy 1 Details	Reviews			
Strategy 1: De Chaumes safety team will be trained by Nurse Vauthrin with the use of EpiPen by September 30, 2021. Strategy's Expected Result/Impact: Safety Team will know location of EpiPen and proper application. Staff Responsible for Monitoring: Nurse Vauthrin Principal Safety Team Action Steps: 1. Identify Safety Team members 2. Schedule and complete training Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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:

Strategy 1 Details	Reviews			
Strategy 1: Nurse Vauthrin will create year long schedule for the monthly maintenance checks of all AEDs. Strategy's Expected Result/Impact: AEDs will be properly maintained. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Review schedule 2. Enter dates in master calendar Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








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



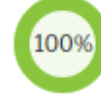




Measurable Objective 1: For the 2021-2022 school year, students will attend P.E. once a week for 45 minutes.

Evaluation Data Sources: Medical Services.

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught by a certified physical education teacher. Strategy's Expected Result/Impact: Students will be physically active. Staff Responsible for Monitoring: Administrators PE Teacher Action Steps: 1 Develop enrichment schedule where students go to PE once a week. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: For the 2021-22 school year, 100% of students will have recess.

Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
Strategy 1: Develop master schedule with recess embedded for ALL grade-levels. Strategy's Expected Result/Impact: Students will have an opportunity to be physically active, daily. Staff Responsible for Monitoring: Tier 2 leaders Teachers Action Steps: 1. Create master schedule 2. Share master schedule with teachers 3. Teachers create daily schedules with recess included. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: For the 2021-22 school year, nutrition services will be invited to at least one of our parent engagement nights.

Evaluation Data Sources: Nutrition Services

Strategy 1 Details	Reviews			
Strategy 1: Reach out to Nutrition Services for participation in a monthly parent meeting and/or family night. Strategy's Expected Result/Impact: Inform parents about proper nutrition. Staff Responsible for Monitoring: Principal Counselor WrapAround Specialist Action Steps: 1. Schedule a meeting with Nutrition Services. Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 137 De Chaumes Elementary School

Total SCE Funds: \$165,856.39

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

These funds will be used in the following areas: staff salaries, general supplies, and updating technology in the classrooms.

Personnel for 137 De Chaumes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holton, Michael B	Tchr, Multi-Grade	1
Montano, Olga A	Tchr, Bilingual	1
Mosley Jr, Kevin Emory	Academic Tutor	1
Resendiz, Luis Miguel	Teaching Assistant-10M	1

Title I Schoolwide Elements

ELEMENT 1. SWP 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 SDMC committee members which includes teachers, administrators, campus instructional leaders, non-instructional staff, and other community stake holders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: We will provide schoolwide reform strategies to provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies used are based on evidence-based research to increase achievement for each sub-group on state tests.

2.2: Regular monitoring and revision

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

1. Student Academic Growth
2. Systematic Interventions
3. Transitional Bilingual Program Implementation
4. Professional Development opportunities for faculty and staff
5. Social and Emotional Needs.

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

The SIP is available to parents in the following locations:

Campus Front Office, student handbook, parent meetings, campus website

The SIP was made available to parents by:

Hard copies in front office, digital copies on school website.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

1. Campus-wide Intervention Block (7:45-8:15 a.m.)
2. Required Small Group with Intervention time within each core content block
3. Tier 3 pull-out by Interventionists
4. Increased usage of Imagine Learning
5. After-school and Saturday tutorials
6. HB4545 Interventions

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. 2 Fine Arts Programs - Music and Visual Arts
2. Integrating reading, writing, and math to our enrichment classes.
3. Breakfast in the Classroom
4. After school activities

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.

- Building teacher capacity in their content areas and instructional areas: Weekly PLCs will be content and instructional practices
- Small Group Instruction based on student data needs: Incorporated within instructional blocks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Virginia Sanchez, Lorena Lara
- Title 1 Coordinator - Irasema Sanchez
- Counselor - Jessica Barrientos
- Principal - Eneidith Silerio
- Assistant Principal - Rhonda Schwer
- WrapAround Specialist - Erin Reed

The PFE was distributed

- On the campus website
- Campus, parent newsletter
- Parent meetings

The languages in which the PFE was distributed include

- English and Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Nights (in-person and virtual)
- Counseling for students and working closely with their families;
- Community events - Meet the Teacher, Open House, Monthly parent meetings (in-person or virtual); Winter Program, math/science/literacy night; GT Expo; Spelling Bee; Parent Teacher conferences
- School Community Communication: social media platforms (twitter, dojo); Website, monthly calendar; school marquee; school messenger

3.2: 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 - August 20, 2021
- Meeting #1 Alternate - September 14, 2021
- Meeting #2 - September 24, 2021
- Meeting #2 Alternate - October 29, 2021
- Meeting #3 - January 28, 2022
- Meeting #3 Alternate - February 17, 2022
- Meeting #4 - February 25, 2022
- Meeting #4 Alternate - March 25, 2021

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Perez	Academic Tutor, Hourly	Literacy	5
Jessica Barrientos	Counselor	Social and Emotional	15
Jo Ann Torres Carrasquillo	Teacher Specialist	Multilingual	17
Maria Jose Batanas	Academic Tutor, Hourly	Literacy	1
Susana Alejo	Teacher Assistant	Early Childhood	10

Addendums

SIP APPROVAL 2021-2022

School Name and Campus #: DeChauves Elementary, #137

Principal Name: Enedith Silerio

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/29/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.




Principal

9/29/2021

Date

Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

9/29/21

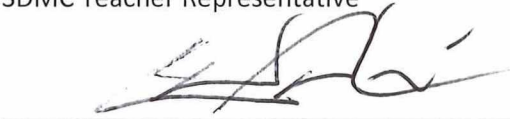
Date



SDMC Teacher Representative

9/29/2021

Date



School Support Officer/Lead Principal

9/29/2021

Date



Area Office Superintendent

9-24-21

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date